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RESEARCH IN EDUCATION

A monthly abstract journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject Author Institution Accession numbers

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SPECIAL ANNOUNCEMENTS

Resumes from the new ERIC Clearinghouse in Career Education continue to appear in this issue of Research in Education (RIE). The prefix used for this clearinghouse is "CE" and it heads the alphabetical listings in the Resume and Cross Reference Index Sections. (See Table of Contents). The ERIC Clearinghouses on Adult Education and Vocational and Technical Information were discontinued as of November 30, 1973, however, the subject areas they covered have been absorbed by the scope of the Career Education Clearinghouse.

Beginning with the May issue, input from another new Clearinghouse, to be called Information Resources, will appear for the first time. Information Resources, prefix "IR", represents the merged scopes of the Clearinghouses on Library and Information Sciences and Educational Media and Technology, both of which were discontinued as of December 31, 1973.

The addresses of the two new clearinghouses are listed on the inside of the back cover of this issue.

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Research in Education

ED 086 786-087 848

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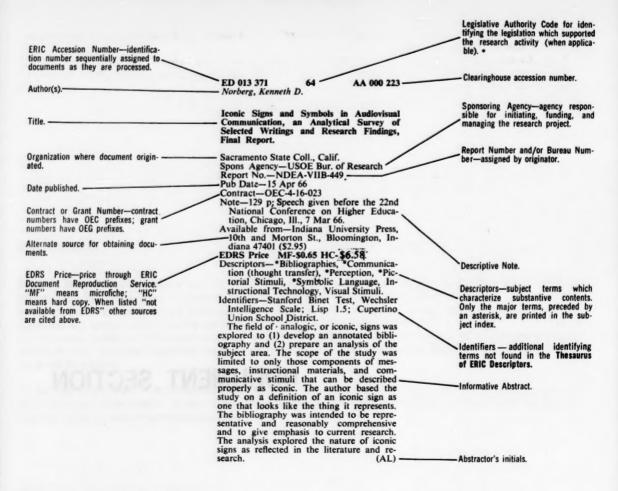
Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY



*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10. Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864,	88	Supplementary Centers and Services, Public Law 88-10, Title III
	Title VI	95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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FL-Languages and Linguistics	61-68	SP-Teacher Education	125-138
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CE

ED 086 786 95 CE 000 725 Pieterse, Charles

World of Work. Exemplary Project in Vocational Beducation. Volume 2: Learning Packets.

Contoocook Valley Regional School District,
Peterborough, N.H.

Spons Agency—Bureau of Adult, Vocational, and

Technical Education (DHEW/OE), Washing-

ton, D.C. Report No-0-361-0052 Pub Date Jun 73

Grant-OEG-0-70-5191(361)

Note—239p.; For related documents see CE 000 726 and CE 601 004

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Grade 7, Grade 8, *Home Economics Education, *Industrial Arts, Industrial Education, *Junior High School Students, *Lesson Plans, Program Content, *Secondary Education, Trade and Industrial Education Identifiers-Industriology, *World of Work

Volume II of the Project World of Work Packets contains lesson plans for the Industriology, or second, level of the program. It includes gy; or section, ever of up program, it microaces units on Papermaking (Grades 7 and 8), and Leathercraft (no grade level specified), by McPherson, Harkins, and Rivest; Oceanography (no grade level specified), by Miller and Beisel; and Home Economics (Grades 7 and 8), by Loretta Grace, Project World of Work is a K-12 continuous in which workers were reserved. continuum in which various aspects of career awareness and preparation are presented to the student. (AG)

ED 086 787 95 CE 000 726 Pierterse, Charles World of Work. Exemplary Project in Vocational

Education. Final Report.
Contoocook Valley Regional School District,
Peterborough, N.H.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No-0-361-0052 Pub Date Jun 73 Grant-OEG-0-70-5191(361)

Note—52p.; Page 50 is missing; For related docu-ments see CE 000 725 and CE 001 004 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Career Education Career Descriptors—"Career Education, Career Planning, "Curriculum Development, "Elemen-tary School Curriculum, Industrial Education, Middle Schools, "Program Descriptions, "Secondary Education, Vocational Education Identifiers—"World of Work

Project World of Work took place in Contoocook Valley School District, New Hampshire, over a three-year period, 1970-1973, with the objective of increasing the student's foundation of information, activities, and observations which would help them understand the American world of work. It was also hoped the project would assist them in securing the necessary background for their future occupational choices. The elementary grades program was directed toward showing the inter-dependence of people in their occupational roles. The middle school and early high school level of the program exposed the stu-dents to an experiential study of industry based on the Industriology Concept developed at the University of Wisconsin. It was designed to associate the student's interests and aptitudes with selected people or product oriented occupations, noting skills, knowledge, and attitudes necessary for the student to make his occupational choice The final high school years were directed toward skill training for job entry through a work plan. The project was implemented at the various levels with an emphasis on the middle school and early high school levels. Evaluation is an on-going process. (AG)

Syllabus and Teaching Handbook for Courses in: Shorthand 1, Shorthand 2, Transcription, Personal-Use Shorthand.

New York State Education Dept., Albany. Bu-reau of Secondary Curriculum Development. Pub Date 73 Note—150p.; 1973 Reprint EDRS Price MF-\$0.65 HC-\$6.58 Descriptors—Audiovisual Aids, *Business Educa-

tion, Business Education Facilities, Business Skills, Business Subjects, Classroom Materials, *Educational Objectives, Individualized Instruc-tion, *Secondary Schools, Stenographers, *Stenography, *Teaching Guides, Methods, Testing Teaching

A reprint of the shorthand syllabus and teaching handbook developed during 1961-2 by a committee of experienced teachers of shorthand working with the staff of the New York Bureau of Business and Distributive Education, the syllabus is provided to assist shorthand teachers who are currently preparing students in New York State secondary schools to assume stenographic positions in business offices. Instruction is presented in such a way as to create maximum achievement by students electing the subject. Topics included are administrative considerations, beginning shorthand, advanced shorthand, newer systems of shorthand, Shorthand 1, and 2, goals for the first through fourth semester, and transcription. Documentary facts provide concrete evidence of current philosophies and practices about shorthand and transcription as viewed by teachers considered to be highly proficient in the art of shorthand and transcription instruction. (EA)

ED 086 789

A Systems Approach to Career Development. Texarkana School District 7. Ark.

Pub Date [73]

Note-56p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Community Resources, *Curriculum Development, Curriculum Evaluation, Educational Finance, *Elementary School Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Inservice Teacher Education, *Junior High Schools, Publicize, School Community Relationship,

*Systems Approach Identifiers—*Career Awareness

The primary purpose of the Career Development program is to increase the student's awareness of the multitude of jobs available by using careers as a basis for teaching academic material in grades three through eight. In using a systems format, all seven systems (building, business and economics, communications, energy, human services, natural resources, and transportation) were included in all subject areas and in all grades. A budget required by a school district with approximately 160 teachers in grades three through eight provided approximately \$18,000 for administra-tion of the program and \$30,000 for instruction. The staff consisted of a director, two coordinators, and a secretary-aide. The teachers were selected from the best qualified personnel on a volunteer basis and were provided with a stipend for participation in an evening training program.

A Resource Bank of names of people interested in speaking to a class was kept, and several methods of publicizing the program were employed. Both formal and informal methods of program evaluation are suggested. The appendixes contain sample forms of related materials, one of which (The Career Awareness Handbook) is available as CE 000 774. A curriculum guide is available as CE 000 775. (AG)

CE 000 774 ED 086 790 Career Awareness Handbook: What Shall We Be?

Texarkana School District 7, Ark. Pub Date [73]

Note-20p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Career Education, Curriculum Elementary School Curriculum, *Guides, Ju-Curriculum. nior High Schools, Manuals, *School Commu-nity Relationship, *Speech Education, Systems Approach, *Volunteers Identifiers—*Career Awareness

The document is a guide to be used by mem-bers of a community who have volunteered to speak about their occupation to a class in grades three through eight. The handbook suggests top-ics and approaches suitable to each grade level and includes a description of the characteristics of students at each grade level. It is part of a program based on a systems approach to career education. The program is explained in CE 000 773, and a curriculum guide is available as CE 000

ED 086 791

CE 000 775

Career Development. Texarkana School District 7, Ark. Pub Date [73]

Note-191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art Activities, Bulletin Boards, *Career Education, Class Activities, *Curriculum, Guides, *Elementary School Curriculum, Junior High Schools, Role Playing, *Systems Approach Identifiers—*Career Awareness

The curriculum guide is a composite of ideas for the implementation of career education into the curriculum using a systems approach. The World of Work is divided into seven systems (building, business and economics, communica-tions, energy, human services, natural resources, and transportation), and the emphasis is on the interrelationship of careers that form a system. The guide is not divided into grade levels. Rather, the suggestions are applicable to any grade level and are directed to classroom activities, bulletin boards, art projects, and role playing as they can be used in a particular system. In each instance, the academic area is specified. The guide is part of a program of a systems approach to career development in grades three through eight, which is described in CE 000 773. A Career Development Handbook, a guide for speakers in the program, is available as CE 000 774. (AG)

ED 086 792 CE 000 790

EJU 806 792 95 CE 000 790

Maxwell, David And Others
Career Education: Curriculum Materials for the
Disadvantaged. Information Series Number 83.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C...
Report No—IS-83
Pub Date 75.

Pub Date 73

to Date 73 tote—58p.; This material was originally produced as Appendix D of the unpublished Final Report for Project No. 20269, Grant No. OEG-072-4355 Note-58p.;

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Career Education, *Disadvantaged Youth, *Educa-tional Needs, Educational Programs, Elementa-ry Grades, *Instructional Materials, Post ry Grades, *Instructional Materials, Secondary Education, Reading Level, Secondary Education, Characteristics, Student ry Grades, Student Characteristics, Student Interests, *Student Needs

Identifiers-*Career Awareness This paper discusses the characteristics and curriculum needs of disadvantaged students and examines curriculum materials for three levels, including career awareness (elementary level), career exploration (junior high level), and career career exportation (junior nign level), and career preparation (senior high, post secondary, and adult levels). Curriculum and instructional materials used in educational programs for the disadvantaged will be successful only if they are specifically selected or prepared to meet the needs of those who are to be served, and then only if the learners perceive these materials as meeting their needs. Materials should be in keeping with the reading and interest levels of stu-dents, and the materials need to be adapted to the culture of the student by reflecting the lan-guage, environment, and experiences of the stu-dent. The instructional program should be functionally rooted in the community, which neces-sitates consultations regarding curriculum needs with community representatives from business, in-dustry, health services, crafts and trades, other labor groups, and public agencies. Teachers of the disadvantaged must communicate an honest and sincere expectation that their students will succeed. It is also essential for instruction to be

practical and basic in nature. An annotated bibliography of selected instructional materials is appended. (Author/VT)

ED 086 793

CE 000 791

ED uso 1932
Worthington, Robert M.
Education and the Changing Society.
Pub Date 25 May 72
Note—14p.; Address presented at the Commencement Exercises at Hawaii Community
College--University of Hawaii, Hilo, May 25,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, Changing Attitudes, Education, *Educational Development, *Relevance (Education), Social Attitudes, *Social Change, Social Environment, *Technologi-cal Advancement, *Technology

Recent technological advances have resulted in sharp breaks with all previous human experience. The realization that unbridled scientific growth and technological innovation are no longer selfand technological information in the control of the evident goals opens the way for young people starting their careers to decide the future form of their social lives. It is only through controlled change and inventive technology that man can cope with the problems of the future. The effects of technological advance are not inherent in of technological advance are not inherent in technology itself but depend on what man will do with technology. There is ample evidence of the need for the individual to possess the capacity to adapt quickly to a changing world and it is here that the impact of education must be felt. In our changing society, it is highly unlikely that education will ever again be considered terminal at any given point or level. Skills that are learned today will too soon become obsolved in the rapidly will too soon become become obsolved. will, too soon, become obsolete in the rapidly changing future. Lifelong learning appears to be the only hope we have of mastering our advanc-ing technology. (Author/SA)

ED 086 794 CE 000 792 McKinney, Floyd D. Mannebach, Alfred J. Using Student Committees in Educational Pro-

gram Evaluation. Pub Date 1 Mar 73

Note—25p.; Paper presented at the Special Interest Group on Vocational-Technical Education, American Educational Research Association, New Orleans, La., Feb., 1973 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Vocational Schools, *Cocurricular Activities, *Committees, County School ricular Activities, "Committees, County School Systems, Decision Making, Educational Pro-grams, Organizations (Groups), "Program Evaluation, Program Planning, Questionnaires, School Systems, "Vocational Education Identifiers—Kentucky, "Student Committees

The research reported was a part of the Cen-tral Kentucky Vocational Education Evaluation Project (VEEP), a locally directed, State-assisted evaluation effort with personnel from eighteen school systems and the regional vocational educaschool systems and the regional vocational educa-tion staff. The purposes were to identify success-ful approaches for operating student committees and to determine opinions held by students and educators regarding the operation and function of the student committees. Two questionnaires were used, one for local project directors and assistant project directors, and other for members of the student committee. Size of committees, member selection criteria, structure of organization, length and frequency of meetings, major activities, problems encountered, and a general evaluation of student committees were assessed. Opinions of directors were compared with opinions of student mittee members; data on 21 statements were tabulated and individually analyzed. Recommendations include (1) school systems using student committees should continue to do so, (2) school systems without student committees should organize them, (3) student committees can be used for areas other than evaluation, (4) further experimentation is needed, (5) additional research should be conducted, and (6) the use of student committees should be taught in preservice and inservice teacher education programs. (MS)

ED 086 795

Valdez, Delfino Genesis and Nature: An Address Discussing the National Advisory Council on Vocational Educa-tion's Sixth Report. Pub Date 12 Nov 73

CE 000 795

Note—IIp.; Speech presented to the North Central Association for Counselor Education and Supervision (Chicago, Illinois, November 12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 IU-35.27
Descriptors—"Career Education, "Counseling, Counseling Effectiveness, Counseling Goals, "Educational Change, "Guidance, Guidance Objectives, "Social Change, Speeches, Student Needs, Vocational Education Identifiers—"National Advisory Council on Vocational Education Council Country (Appendix of Education)

tional Education

In redirecting educational efforts to respond to change, the counseling and guidance services are at the core. New roles for these areas must emerge as career education comes of age. The National Advisory Council on Vocational Educa National Advisory Council on Vocational Educa-tion (NACVE) sees a need for counseling and guidance to set new goals and objectives. NAC-VE's sixth report, "Counseling and Guidance: A Call for Change," is in great demand and ap-parently controversial. To explain the report, it is first necessary to understand the organization of the National Advisory Council on Vocational Education and its relationship to the State Ad-visory Councils on Vocational Education. NAC-VE's sixth report was based on reports from the visory Councils on Vocational Education. NAC-VE's sixth report was based on reports from the State Advisory Councils. Since the States demon-strated such interest, the National Council held public hearings to gather information from a wide spectrum of public representation. The report was written after completion of testimony and reexamination of the State Reports. The conclusion that guidance and counseling has not met the needs of the current rapidity of societal change is based on a thorough study, and the report should be viewed as a strong statement of support for guidance and counseling voiced by an organization outside the guidance field itself.

ED 086 796 CE 000 796

Revello, Edward White, Peter E.

write, Feter E. Reveilo, Eaward
Presenting a Planned Program of Career Information to Elementary School Children. Research
and Development Series No. C/71-3.
Maine State Dept. of Educational and Cultural
Services, Augusta. Vocational Education
Research Coordinating Unit.

Pub Date Jul 73

Note-46p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Programs, *Educational Research, *Elementary *Educational Grades, Grade 2, Grade 3, Grade 5, Grade 6, Program Descriptions, *Program Effectiveness, Test Results

The study's purpose was to examine the effects of a planned program of educational-occupational of a painted program of educationar-occupational information on the knowledge of occupations, level of aspiration, level of training and the self-concept of Maine elementary school students. The experimental group, from Veazie, consisted of grades 2, 3, 5, and 6. The control group was from the same grade levels at Old Town. Twelve planned lessons were presented to each class in the experimental group. The Lorge-Thorndike In-telligence Test and the Otis-Lennon Intelligence Test revealed no significant differences between Text reveated to significant uncertainty mean intelligence tests in any grade except Grade 3. The lowa Test of Basic Skills and the Stanford Achievement Test provided reading achievement data. A Knowledge of Occupations test, the Thomas Self Concept Scale, Coopersmith Self-Esteem Inventory, and the Level of Aspiration Scale pre- and posttests showed no significant dif-ferences between the two groups. Only in the Level of Training Scale was there a significant difference--Grades 3 and 5 of the experimental group had significantly higher means. The reliagroup had significantly higher means. The relia-bility of the test instruments was questioned. It concluded that the study provides eviden of the need for a planned program of career in-formation in the school system. (AG)

ED 086 797 CE 000 799

Dennison, Darwin
Preventive Dental Practices Motivational Model
for Elementary Teachers in Training Institutions; Dental Health Instruction Project. Final

Report.
Ball State Univ., Muncie, Ind.
Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Div. of Dental Health.

HEW), Bethesda, Md. Div. of Dental Health.
Pub Date Aug 73
Note—119p.
EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Behavioral Objectives, Behavior
Change, Behavior Patterns, Dental Evaluation,
"Dental Health, Educational Objectives, *Educational Programs, *Education Majors, Models,
"Program Effectiveness, Teacher Education

An investigation was conducted to determine the effects of instruction upon the dental health behavior of university students. The experimental group of 68 subjects, all elementary education majors, were exposed to a three-stage dental health motivational model: Dental Health Skills Instruction (four hours of laboratory instruction), Cognitive Dental Health Instruction (three hours of classroom instruction, less formally presented). and Dental Health Affective Instruction (three hours of informal participatory instruction). Ninety control subjects, also elementary education majors, received less concentrated instruc-tion. The Patient Hygiene Performance and the Dental Health Center Index were used to detect oral health changes, and thus, the effectiveness of the model. Results of baseline, after instruction, and follow-up examinations showed a temporary improvement in both groups after instruction, the experimental group recording more improvement: but follow-up examinations showed regression toward baseline levels and no significant dif-ference between the two groups. The document devotes approximately twenty pages to program instructional procedures and about fifty pages to supportive education materials, including a dental skills lab manual and a self-report dental behavior inventory. Program factors and related manus-cripts are also included. (AG)

ED 086 798 CE 000 801

Leonard, George E. Rayburn, Wendell G. Career Education: Disadvantaged Students.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Report No-IS-82

Pub Date 73

Note-25p. Available from-Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Career Education, Planning, Curriculum Design, *Disadvantaged Youth, Elementary Grades, *Occupational In-formation, Relevance (Education), Secondary Grades, Vocational Development, Vocational Education

This article presents a rationale for the initiation of the career education movement in discussing the increasing emergence within the last few years of technological advances in Amer-ica. Comprehensive and vocationally oriented, career education is designed to provide students with opportunities and experiences which will prepare them to become economically self-sufficient and worthwhile citizens. Because of its structure, career education is particularly tailored to meet the needs of the disadvantaged youth. His participation in its programs at the various grade levels will provide for him the experiences he needs to develop vocational skills, social inne neces to develop vocational skills, social in-teraction skills, personal independence, and self-dignity. Specifically, career education would build basic subjects in Grades 1 through 12 around career opportunities and labor market require-ments. Included in its scope are provisions for: (1) career orientation at the elementary level, (2) job exploration at the junior high level, and (3) job preparation or post-secondary study at the senior high level. (Author/VT)

CE 000 802 ED 086 799

Cutlip, Scott M. Career Education: Communicating the Concept. Ohio State Univ., Columbus. Center for Voca-tional and Technical Education.

pons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No-IS-84 Pub Date 73 Note-32p.

Available from—Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Columbus, Ohio 43210 (\$2.50) EDRS Price MF-\$0.65 HC-\$3.29 1960 Kenny Road,

EDRS Price MF-30.65 HC-3-3.29
Descriptors—"Career Education, Change Agents,
Communication (Thought Transfer), "Community Relations, Diffusion, Management, Program Planning, "Publicize," Public Relations,
"School Community Programs, School Community Programs, School Community Relationship

Career education represents an effort of the public school system to be responsive to changing community needs and values. A two-way communication program between the school community is vital if career education is to gain the necessary acceptance to be effective. This paper calls for a district-wide decentralized community relations and communications program to provide the public with more accurate informa tion on schools in general and on career education in particular. Aspects of a constructive com munity relations program are outlined, with staffing requirements, the organizational struc-ture, and developmental steps suggested as a guide for program planners. Predetermined objec-tives and careful planning are emphasized for the diffusion of the career education concept, and major planning requirements are detailed in the paper. Support of these key publics is essential for success: the internal public (administrator and teachers), the influential publics in the communi-ty, and the news media. Each of these publics is described, along with the ways in which the school system may move to achieve its objectives The schools must take the initiative to insure that the public gets the information it requires to understand the program and to cooperate with those effecting changes in school curricula. (Author/VT)

ED 086 800

CE 000 803

Snider, John C.
"Microville II": A Simulation-Gaming Device Designed to Instruct Community Leaders in the Development of Programs on a Community-Wide Basis. Pub Date 72

Note-30p.; See ED076853 for Microville I EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Behavior Change, Change Agents, Community Change, *Community Development, *Community Leaders, Decision Making, *Educational Games, Leadership Training, Management Education, Management Games, *Models, Problem Solving, Program Development, Program Improvement, Self Evaluation, Simulated Environment, *Simulation, Training Techniques Identifiers—*Microville

"Microville II," a simulation-game idea, is a creative effort to develop and apply resources, processes, and programs necessary to resolve contemporary problems faced by rural and urban leaders. The strategy is that a community council has been established within the community of "Microville" and participants assume the various roles of the council members who represent a variety of community agencies. The simulation-gaming device is designed as a model for securing substantial changes in management behavior of community leaders and in their inter-personal perceptions of their professional roles as change agents, facilitators, coordinators and energizers. Participants of the simulation-game experience are exposed to the identification and utilization of concepts most relevant to program development as well as the social processes involved in decision-making and problem-solving. The instruc-tional model consists of five key components: philosophy; needs and wants (strategy, kinds of data, analyses, priorities); objectives; implementa-tion (human, physical and financial resources); and evaluation. (EA)

CE 000 814

Hordman, William E. And Others A Study of Accelerated On-The-Job Training Program for the First Year of On-The-Job Training for the Precision Machinist Apprentice.

National Tool, Die and Precision Machining As-sociation, Oxon Hill, Md.

Administration pons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No-DLMA-82-11-72-11 Pub Date Nov 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Apprenticeships, *Industrial Training, Job Analysis, *Machinists, *On the Job Training, Programed Instruction, Program Evaluation, Tables (Data), *Time Factors (Learning), Training Techniques

The problem of time-shortening the first year of the apprenticeship training program now ongoing in the tool, die and precision machining in-dustry is addressed. A research study was carried

out comparing apprentices in on-going programs with apprentices in a newly designed programed course of instruction. The results, which are discussed in detail, indicated that: 1) The learning time necessary to acquire and demonstrate competency and capability requirements for selected tasks per machine is shorter than that recommended by present National Tool, Die and Precision Machining Association/Bureau of Ap-prenticeship and Training (NTDPMA/BAT) standards and, 2) Total machine-time allocations as now specified are not true indicators of learning now specified are not true indicators of learning time. The results show that the assumption that meeting NTDPMA/BAT recommended time-machine standards can be regarded as equivalent to satisfactory completion of first year ap-prenticeship requirements cannot be substan-tiated. Appendixes include several relevant forms, data, and a 25-item bibliography. (Author/DS)

ED 086 802

CE 000 815

Williams Richard B. And Others Career Area Rotation Model: User's Manual.
Air Force Human Resources Lab., Lackland
AFB, Tex. Manpower and Personnel Systems

Decision Systems Associates, Rockville, Md.
Report No-AFHRL-TR-73-49

Pub Date Oct 73

Note-234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors.—"Computer Programs, Computers, Management Systems, *Manpower Utilization, *Manuals, Military Personnel, *Models, Per-sonnel Policy, Policy Formation, *Prediction, Relocation, Simulation Identifiers—*Career Area Rotation

CAROM

The Career Area Rotation Model (CAROM) was developed as a result of the need for a computer based model describing the rotation of airmen within a specific career area (occupational specialty) through various categories of tour duty, accommodating all policies and interactions which are relevant for evaluation purposes. CAROM is an entity simulation (gaming) model providing long term projections, up to 30 years. This user's manual provides user-oriented documentation in sufficient detail to give the prospec-tive user a complete group of the concepts and logic underlying the model. The presentation includes: (a) a comprehensive overview of the system; (b) a description of the system's modules nd the interrelationships of their inputs and outputs: (c) detailed instructions on input card formats, with appropriate discussion as to the relationship between input parameters and applica-tions of the model; and (d) a description and explanation of reports generated by the model. (Author/DS)

ED 086 803 CF 000 816 Indiana Career Resource Center. Annual Report.

July 1, 1972-June 30, 1973. Indiana Univ., South Bend. Indiana Career Resource Center.

Spons Agency—Indiana State Dept. of Public In-struction, Indianapolis. Div. of Vocational Edu-

Pub Date Jul 73

Note-45p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Career Educa-tion, Community Involvement, Consultation Programs, Instructional Materials, Publications, Centers, School *Resource Workshops Identifiers—*Indiana Career Resource Center

A historical overview is given in the fourth annual report of the Indiana Career Resource Center. The Center has been involved in a variety of activities throughout the State, covering school activities, consultation programs; loaning of in-structional materials, school workshops; interaction within the community, and publications and productions. These activities are listed, with dates and other details. The appendix contains an evaluation of a group procedures workshop for public school educators. (DS)

ED 086 804

CE 000 817

Leman, Cavin P.

The Job Improvement Service. A Demonstration Project in Occupational Mental Health and an Investment in Productivity.

Beth Israel Hospital, Boston, Mass.

pons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 73 Note-13p.

Note—13p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Counseling, *Counseling Programs,
*Demonstration Projects, *Manpower Utilization, *Mental Health Programs, *Vocational
Adjustment, Vocational Counseling

This project was designed to demonstrate the feasibility and effectiveness of job adjustment counseling and consultation provided at the site counsering and consultation provided at the site of employment by an autonomous professional organization as a means of preventing and ameliorating employees; job adjustment problems, especially among lower income employees. Representatives of management and labor and 273 complexes of its Dectro employees water 373 employees of six Boston employers were given free counseling. The counselors dealt with a wide variety of job-adjustment problems, only some of which were directly work related. The program proved its usefulness in providing a needed service to employees and in helping many of them improve work performance and keep their jobs. One employer was so impressed with the service that he continued the program at company expense. (Author/DS)

CE 000 819 Report: Basic Facts About Military Service. High School News Service (DOD), Great Lakes,

Pub Date 1731 Note-67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, Career Education, *Career Opportunities, *High School Students, Newsletters, Occupational Information, Programs, *Youth Opportunities

The purpose of the report is to inform students,

through counselors and advisers, of opportunities and responsibilities in the Armed Forces. The topics covered are: missions of the Armed Forces, the selective service system, enlistment programs, reserve components, commissioning programs, auxiliary benefits, women in the Armed Forces, and basic facts about service life. Short articles are also presented on: pay and allowances, educational programs (about 40 programs), work-study programs and occupational fields. The career fields section takes up about half the document and gives job descriptions in terms of responsibilities, qualifications, and examples of civilian jobs for over 200 specific service occupations. (DS)

ED 086 806

CE 000 828

Shaeffer, Ruth G.

Nondiscrimination in Employment: Changing Perspectives, 1963-1972.

ference Board, Inc., New York, N.Y.

Pub Date 73

Available from—The Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$3.50)

Document Not Available from EDRS.

Descriptors-Civil Liberties, *Civil Rights, Civil pescriptors—Civil Liberties, "Civil Rights, Civil Rights, Legislation, Discriminatory Attitudes (Social), Discriminatory Legislation, Employment, "Employment Practices, Employment Qualifications, "Federal Court Litigation, Federal Government, Federal Laws, "Federal Legislation," Legislation, "Legislation, Sex Discrimination, Sex Discrimination Identifiers—*Nondiscrimination Legislation

This report provides a general picture of the major trends that have occured in the area of nondiscrimination in employment to date and of the general line of reasoning that is being developed by the Federal Courts. Federal Nondiscrimination Regulations applying to business. 1963-1972, are listed together with 43 court deciions concerning discrimination cases. Appendixes include excerpts from Federal Court decisions about nondiscrimination in initial hiring, apprentice programs, upgrading, transfer, promo-tion, compensation, leaves of absence including maternity leave, and termination. Full texts of all nondiscrimination regulations, as amended, are also provided. (KP)

CE 000 830

Beusse, William B.
Analysis of Survey Findings Concerning the
USAFI High School GED Program.

Air Force Human Resources Lab., Alexandria.

Va. Manpower Development Div. Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research. port No-AFHRL-TR-73-64; OASD-MRA-

Report MR-73-2 Pub Date Dec 72

Note—39p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Adult Education Programs, *Armed Forces, *Educa-tional Administration, *Educational Programs,

tional Administration, *Educational Programs, *Equivalency Tests, Learning Motivation, Military Personnel, Military Training, Participant Satisfaction, Veterans
The study is the third of a series concerning the function of the U.S. Armed Forces Institute (USAFI) High School General Educational Development (GED) program. Information was sought to enable GED program managers to improve the effectiveness of their programs. Questionnaires were sent to a stratified random sample of 1,000 recent former Army personnel from each of the following groups: those who had from each of the following groups: those who had passed the GED at both the Department of Defense level and the level required by their home States, those who passed at the DOD level only, those who participated but failed, and those who did not participate. The questionnaire returns indicated that: servicemen took the GED before, during, or after their first duty assignment; they did not perceive any encouragement to take the test; those who were self-motivated to participate in the program did better than those whose unit participated as a group; there are four common sources of GED information; and about 48 percent of the responding participants took a preparatory course. In spite of being notified of their successful participation, there was considerable confusion as to the serviceman's knowledge of his success. Most non-participants gave personal reasons as the basis for their nonparticipation. (AG)

ED 086 808

Resource Center South Bend. Indiana Career Resource Center South Bend. Resource Center Resource Resource Center Resource Center Resource Center Resource Center Resource Center Resource Center Resource Resource

Pub Date 1 Jul 73

Note-13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Programs, *Mobile Educational Services, Occupational Choice, *Occupational Information, Program Design, *Program Effectiveness, Program Planning, Statewide Planning Identifiers—*Indiana

The purchase of a Mobile Training Unit (MTU) allowed the Indiana Career Resource Center to disseminate Career Education materials throughout the State. This report presents the effects of that Mobile Unit Program. During the months between July, 1972 and May, 1973, the MTU made more than 67 visitations to Indiana schools and was used in a dozen professionally related meetings. With this initial experience, the related meetings. With this initial experience, the following observations were made: the original design and purpose of the unit had been very functional; the efficiency of moving and presenting programs throughout the State had been demonstrated; and the visitations of the Mobile Light to schools had a multiplicity as effect on other Unit to schools had a multiplying effect on other requests. In general the reception given to the services of the MTU has been enthusiastic. Recommendations made for the future are that: the servicing of students in addition to educators and community members is seen as a necessary addition; a more complete user evaluation should be attempted to measure the Unit's effectiveness in a variety of situations; and the Indiana Career Resource Center should facilitate the sharing of ideas among participants in neighboring career education projects. (KP)

ED 086 809 CE 000 837

Donahoo, Alvin W. Amberson, Max L.
A Study to Determine Competencies Needed by Employees Entering Agricultural Supplies and Service Occupations.

Service Occupations.

Montana State Univ., Bozeman. Montana
Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public
Instruction, Helena. Div. of Vocational and Oc-

Pub Date Sep 73

Note-76p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agribusiness, Agricultural Educa-tion, Agricultural Supplies, *Labor Supply, Labor Turnover, Manpower Development, *Manpower Needs, *Off Farm Agricultural Occupations, Skill Development Identifiers--*Montana

The competency study is designed to serve as a guide for persons planning agricultural education programs to meet Montana's agricultural man-power needs. It is part of a five-year Agricultural Manpower Project and one of six agribusiness job Manpower Project and one of six agricultural supplies and services area represents 40 percent of all agricultural occupations in Montana, employing 3,418 persons (with 127 vacancies). In the next three or four years this field should require 329 trained people to fill predicted vacancies. The farm service center is a growing part of this area, A study was instituted to determine execution. instituted to determine essential competencies that employees should possess for entry into this area. The competencies that management feels are important will serve as a basis for the revision of existing curricula or develop new courses of study. It was found that personal qualities and attitudes uses more important then secorific skills. titudes were more important than specific skills and that competency in dealing with business was more important than farm experience. Product knowledge, ability to sell, and technical crop and livestock production training were also important.

CE 000 838

ED 086 810

CE 000 838

Donahoo, Alvin W. And Others

A Study to Determine Competencies Needed by Employees Entering the Grain, Feed, and Seed Business.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction. Helena. Div. of Vocational and Occupational Skills.

cupational Skills.

Pub Date Aug 72

Note—129p.: This document contains 92 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agribusiness, Agricultural Educa-tion, Business Skills, *Feed Industry, Feed Stores, Grains (Food), Labor Turnover, *Man-power Development, *Manpower Needs, *Off Farm Agricultural Occupations The report is one of a series of four Agricul-

The report is one of a series of four Agricultural Manpower Reports to quantify the nature and extent of employment opportunities associated with agribusiness and production agricul-ture in Montana in 1971 and predicted to 1974. Montana is a major grain-production state and has a large grain, feed, seed, and fertilizer complex offering a wide variety of jobs and requiring a range of knowledge and skills. The study of competencies needed in the grain, feed, and seed industry was a pilot effort to determine problems associated with such a study and to collect competency data from potential employers to establish programs in this area. If was found that competencies deemed important to educators did not correspond closely with those valued by local not correspond ecosely with those valued by local and regional agribusiness managers. Such per-sonal qualities as liking people and willingness to work were considered important but competen-cies acquired agricultural courses ranked among cies acquired agricultural courses ranked among the lowest. On the other hand, competencies acquired from nonproduction agriculture courses (e.g., grain grading, business operations, State and federal laws, financing, etc.) ranked highest. Both elevator managers and management respondents believe an effective course of instruction dents believe an effective course of instruction must include an occupational experience pro-gram. (MS)

ED 086 811

CE 000 840

And Others Bowman, James L. Bowman, James L. And Others
Educational Assistance to Veterans: A Comparative Study of Three G.I. Bills. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Af-

fairs.

Report No—SCP-18 Pub Date 20 Sep 73

Note—484p. Available from—Superintendent of Documents,

U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5270-02001, \$3.05)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Educational Finance, Education Vouchers, *Federal Aid, Federal State Relationship, Financial Support, Military Personnel, Military Service, *Student Costs, Training Allowances, Tuition, Tuition Grants, *Veterans, *Veterans Education Identifiers—*Veterans Administration

The objective of the study is to provide a com-parison of the educational assistance benefits available to returning servicemen under the three G.I. Bills that have been in effect since 1944. Most of the information deals with the almost 1.4 million veterans receiving educational benefits. Some data are included on the 19,500 vocational rehabilitation trainees and the 45,800 dependents who were receiving benefits as of April 1973. Much of the data on benefit programs is non-comparable. Most of the data analyzed came from V.A. files. Since the V.A. has no means of evaluating State Approving Agencies, it cannot judge their effectiveness. The rate of participation judge their effectiveness. The rate of participation in educational benefits is substantially lower for black veterans. Special education programs for all educationally disadvantaged groups were better developed during the Vietnam Era than previously. In general, the "real value" of the educational allowance available to veterans of World War II was greater than the current allowance being paid to veterans of the Vietnam conflict when adjustments are made for the payment of tuition, fees, books, and supplies. The effectiveness of these benefits is directly related to the availability of low-cost readily accessible public institutions, which varies considerably between States. Coordination of services with other Federal agencies by the V.A. has been limited. (A 46-page bibliography is included.) (MS)

ED 086 812 CF 000 841

Peck, Robert F Distinctive Patterns of Valued Career Attributes. Pub Date [73]

Note—12p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$5.47 Descriptors—*Careers, Cultural Background, *Cultural Differences, Economic Development, Social Values, *Foreign Countries, Social Socioeconomic Influences, *Values Identifiers-*National Characteristics. Occupa-

tional Values Inventory
The possible existence and stability of different patterns of career-values in nine loca tions (Brazil, Mexico, England, Germany, Italy, Yugoslavia, Chicago, Austin, and Japan) was tested by administering an Occupational Values Inventory to 6,400 urban children in seven of the locations in 1965, and to a new sample of 3,600 in 1969. The samples were stratified by age (10 and 14), sex, and socio-economic status (upper-middle and upper-lower). A four-way ANOVA revealed distinctive national profiles which were stable across the two samples except for some changes in three countries. Each country's value profile is briefly described and possible relations to different national patterns of economic growth are discussed. (Author/MS)

ED 086 813 CE 000 842 Index to Publications of the Manpower Adminis-tration: January 1969 through June 1973. Manpower Administration (DOL), Washington,

Pub Date 73 Note-43p.

Note-4-3p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Bibliographics,
Economic Research, Employment, Government
Publications, *Indexes (Locaters), *Manpower Development

The document is a cumulative index of 850 publications issued by the Manpower Administra-tion for the period January 1969 through June 1973. Chapters and major subdivisions of the "-Manpower Reports of the President" and all articles in "Manpower" magazine are indexed separately. Items are arranged in 54 subject categories. (MS)

CE 000 843

Lockwood, Wayne N., Jr.
The Development of a Correspondence Course Entitled: Leadership in Vocational Education.
Illinois Univ., Urbana. Burcau of Educational Research

Spons Agency-Illinois State Board of Vocational Education and Rehabilitation, Springfield.; Office of Education (DHEW), Washington, D.C. Pub Date Oct 73 Note-276p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—"Correspondence Courses, Cor-respondence Study, Course Content, "Course Evaluation, Course Objectives, Curriculum Development, "Inservice Courses, "Leadership Training, Participant Characteristics, Participant Satisfaction, Units of Study (Subject Fields). *Vocational Education, Vocational Education Teachers

The study's purpose was to develop, test, and revise a course on the topic of leadership development in vocational education to be used on an inservice basis by vocational educators at all program levels. A correspondence study method was chosen to meet the need for in-dividualization of instruction while not relying on the individual to structure his own program. Participant data showed participants were more likely to be high school teachers than post-high school educators and more likely to be from nonmetropolitan areas. Women were less likely to enroll than men but more likely to complete the course after enrolling. Trade and industrial edu-cators were less likely to enroll in and complete the course than personnel from other subject areas. Most participants felt the course was equal to or better than on-campus courses, met a participant need, was appropriate to correspondence study, and recommended similar courses be developed. The fact that the type of credit granted for the course was not determined at the beginning and the demands of other activities inluenced non-respondents and non-completers.

Accuracy of the study's generalizations was limited since grant monies were available for materials. The revised course syllabus is included in the nine appendixes. (AG)

ED 086 815 CE 000 844 National Curriculum Development Project for Vo-cational Educators of Disadvantaged and Han-dicapped Students. Final Report.

Link Enterprises, Inc., Montgomery, Ala. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington. D.C.

Pub Date [73]

Note—47p.; For related documents, see CE 000 845-847; Report of a series of workshops planned and conducted by the Area Manpower Institutes for the Development of Staff (AMIDS), a network of training centers spon-sored by USOE

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Curriculum Development, Curriculum Planning, Disad-Curriculum vantaged Youth, *Handicapped Students, *In-service Teacher Education, Institutes (Training Programs), Instructional Materials, *Teacher Workshops, *Vocational Education, *Vocational Education Teachers

The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to the disadvantaged and nandrapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. The Project was unique in these aspects: it was a united, concerted teacher-training and development effort conducted on a national scale; it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students; it accomplished more than expected at less than anticipated cost; and, the training was conducted by personnel who were not faculty members of traditional teacher-training institutions. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, followup activities, and "spin-off" activities. (SC)

ED 086 816 The AMIDS In-Service Training Workshop for Vocational Educators of Disadvantaged and Handicapped Students; How to Plan-Conduct-

Link Enterprises, Inc., Montgomery, Ala.
Spons Agency—Bureau of Adult, Vocational, and
Technical Education (DHEW/OE), Washing-

ton DC Pub Date [73]

Note-39p.; For related documents, see CE 000 844, 846, and 847; Product of a series of

workshops conducted by the national network of Area Manpower Institutes for the Develop-ment of Staff (AMIDS) EDRS Price MF-50.65 HC-\$3.29

Descriptors—Administrator Guides, Disadvantaged Youth, Evaluation, "Guides, *Handicapped Students, *Inservice Teacher Education, Leaders Guides, Planning, *Teacher Workshops, *Vocational Education Teachers The manual was designed to serve as a reference guide for in-service training of teachers.

counselors, administrators, and other personnel who are involved in planning and implementing special vocational education programs for disadvantaged or handicapped students. It is part of a complete teacher training program to be used with supplementary instructional materials and filmstrips. There is a need for in-service training since teaching is not a static profession. In planning a workshop, it is necessary to determine its goals, state its objectives in clearly defined terms, obtain agreement from the participants on the objectives, contact workshop participants to gather personal data, and selected the learning activities. Planners should also select and develop workshop materials, organize the staff, check facilities, and make all necessary arrangements for smooth functioning. Planning may be shared with the instructional staff to benefit from dif-ferent points of view. A variety of activities (films, "hands-on" laboratories, etc.) will main-tain a high level of interest. Participants should be welcomed in some way upon their arrival and provisions made for introducing members of the workshop to each other. A printed program is essential for announcing groupings and optional ac-tivities. Evaluation should take place during and after the workshop. (AG)

ED 086 817 CE 000 846 The AMIDS In-Service Teacher Training Workshop for Vocational Educators of Disadvantaged and Handicapped Students; Supplementary Materials--Part A.

Link Enterprises, Inc., Montgomery, Ala. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Pub Date [73]

Note—36p.: For related documents, see CE 000 844, 845, and 847; Product of a series of workshops conducted by the national network of Area Manpower Institutes for the Developnt of Staff (AMIDS)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Curriculum Descriptors—Career Education, Curriculum Planning, *Disad-vantaged Youth, Filmstrips, *Handicapped Stu-dents, *Inservice Teacher Education, *Scripts, Teacher Workshops, Vocational Education, *Vocational Education Teachers

The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Han-dicapped Students. The scripts are for filmstrips entitled "Career Education for the Disadvantaged or Handicapped Students" (explaining the con-cept of career education), "The Competency-Based Vocational Curriculum for Disadvantaged Based Vocational Curriculum for Disadvantaged or Handicapped Students" (explaining curriculum objectives), and "Planning Vocational Education for Disadvantaged or Handicapped Students, Parts One and Two" (outlining an eight-step planning process). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited and activities tailored to suit local needs. Notes to the conference leader and selected discussion questions are included. (AG)

ED 086 818 CE 000 847 The AMIDS In-Service Teacher Training Workshop for Vocational Educators of Disadvantaged and Handicapped Students; Supplementary Materials - Part B. Link Enterprises, Inc., Montgomery, Ala. Spons Agency—Bureau of Adult, Vocational, and

Technical Education (DHEW/OE), Washing-

Pub Date [73]

Note—48p.; For related documents, see CE 000 844, 845, and 846; Product of a series of workshops conducted by the national network of Area Manpower Institutes for the Development of Staff (AMIDS) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Disadvantaged Youth, Filmstrips, *Handicapped Students, Individualized Instru tion, *Inservice Teacher Education, Instructional Media, Media Selection, *Scripts, Stu-dent Attitudes, Teacher Workshops, Vocational Education, *Vocational Education Teachers

Education, "Vocational Education Teachers Identifiers—Learning Packages
The document is one of two containing scripts meant to be used with filmstrips as part of in-service teacher training workshops arising from the National Curriculum Development Project for Vocational Educators of Disadvantaged and Han-Vocational Educators of Disadvantaged and Handicapped Students. The scripts are for filmstrips entitled "Individualizing Instruction for Disadvantaged or Handicapped Students" (parts of a learning package are explained). "Instructional Media for the Disadvantaged or Handicapped Student" (defining the term and establishing guidelines for media selection), "Understanding the Attitudes of the Disadvantaged or Handicapped Student" (a Discussion of attitude types and causes), and "Vocational Education for the Disadvantaged or Handicapped Student: Innova-Disadvantaged or Handicapped Student: Innova-tive Practices" (an explanation of inward and outward viewpoints). Each filmstrip is an instructional module which can be used separately or in conjunction with the others. Scripts may be edited to suit local needs. (AG)

ED 086 819 CE 000 848 Peterson, Maria And Others
A Curriculum Design: Concepts & Components: K-6 Career Education.
Eastern Illinois Univ.. Charleston. Center for

Educational Studies.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jun 74 Contract—OEC-0-72-4626

Note-369p. EDRS Price MF-\$0.65 HC-\$13.16 Descriptors—Adjustment (to Environment), Attitudes, *Career Education, *Concept Formation, *Conceptual Schemes, *Curriculum Development, Decision Making, Educational Objectives, *Elementary Education, Life Style, Occupational Information, Vocational Develop-

Identifiers—Enrichment of Teacher and Coun-selor Competencies, ETC Project The publication is one of a series produced by the Enrichment of Teacher and Counselor Co petencies in Career Education Project (ETC Pro-ject). The Project was designed to (1) develop, evaluate, and disseminate career education cur-riculum guides, (2) develop, implement, evaluate, and disseminate sample teaching learning modules, and (3) develop, evaluate, and disseminate a design of a K-6 career education instructional system. Concepts of career development have been formulated and used in creating teaching units and more than the content of the conte teaching units and prototype student materials. Each unit will focus on one or more of the fol-lowing concepts: Coping Behaviors, Decision Making, Lifestyle, Self-Development, Attitudes and Appreciations, Career Information, and Edu-cational Awareness expressed in general terms, as teacher goals, and as pupil performance objectives. Each unit to be developed will be directly tied to a subject matter area and will relate to an occupation or occupational cluster area. Appendixes A and B are working drafts of project materials. Appendix C is a list of 28 terms defined. (MS)

ED 086 820 95 CE 000 849 Exemplary Project in Career Education in South Carolina Region V. Final Report. July 1, 1970-June 30, 1973.

South Carolina Region 5 Educational Services

Center, Lancaster.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Bureau No-O-361-006

Pub Date 30 Jun 73 Contract—OEC-0-70-5190(361)

Note-123p. EDRS Price MF-\$0.65 HC-\$6.58

Programs, *Feeder Programs, Program Administration, Program Content, *Program Descriptions, Program Descriptions, Program Development, *Program Identifiers-South Carolina

The Exemplary Project in Career Education was designed to stimulate the development of specific activities and programs in career educa-tion which would assist students in development self-concepts and good attitudes while expanding self-concepts and good attitudes while expanding career knowledge and job skills in South Carolina school districts. An administrative staff from the Region Five Educational Services Center in Lancaster supervised the project currently opera-tional in Chesterfield, Fairfield, and Kershaw Counties. Lancaster County dropped out the second year. Feeder systems were used in each of the counties. There were five components to the program (elementary career orientation, work ex-perience, interdisciplinary program, intensive training, and placement and followup) which pro-vided the framework for the K-12 career education program, each with its own goals. Two of th ponents were implemented in each district first year; all five were implemented the second year. During this time, extensive inservice training (workshops, orientation conferences, and visitations) was conducted for teachers, administrators, and members of the community. Continuous evaluation was conducted by third parties. The project was judged to be successful in meet-ing its objectives, with each county program evaluated in a 40-page report included as one of four appendixes. (AG)

ED 086 821 95 CE 000 850 Self Awareness: Elementary Career Education Guide. Volume 1. Watertown Independent School District 1, S.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

Report No-0-316-0159

Pub Date Aug 73 Note—91p.; Sec CE 000379 and CE 000 851-5 for related documents EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Early Child-hood Education, Elementary Grades, Primary Grades, *Resource Guides, *Resource Materi-

*Self Concept Identifiers-*Career Education (Curriculum)

The Career Development Project formulated this resource lesson guide. The first volume is devoted to self awareness leading to the life-time target of self identity. After a ten-page introduction to career development, career development rationale and theories, and career clusters, an overview of the lesson guides and rationale and goals for self awareness are briefly given. The remainder of the guide is a presentation of both published and original resources divided into developmental stages: early childhood, primary, and intermediate. Included in each lesson are instructional objectives, input, output, and evaluation (SC)

ED 086 822 95 CE 000 851 Career Awareness--Primary: Elementary Career Education Guide. Volume 2.
Watertown Independent School District 1, S.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Pub Date Aug 73

Note—98p.; Some pages may not reproduce clearly; See CE 000 379, CE 000 850, CE 000 852-5 for related documents EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Early Child-hood Education, Elementary Grades, Primary Grades, *Resource Guides, *Resource Materi-

Identifiers -*Career Awareness, Career Education (Curriculum)

The Career Development Project formulated this resource lesson guide. The second volume is devoted to career awareness (at the primary level) leading to the life-time target of career identity. After the ten-page introduction to career development, career development rationale and theories and career development rationale and development, career development rationate and theories, and career clusters, an overview of the lesson guide and rationale and goals for career awareness are briefly given. The remainder of the guide is a presentation of both published and original resources divided into developmental stages, with early childhood and primary levels included in this volume. Included in each lesson are instructional objectives, input, output, and evaluation. (SC)

95 CE 000 852

Career Awareness-Intermediate: Elementary
Career Education Guide, Volume 2B.
Watertown Independent School District 1, S.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No-0316-0159

Pub Date Aug 73

Note—99p.; see CE 000 379, CE 000 850-1 and CE 000 853-5 for related documents EDRS Price MF-\$0.65 HC-\$3.29

Grades, *Research Descriptors—*Career Education, Elementary Grades, Intermediate Grades, *Resource Guides, *Resource Materials Identifiers—*Career Awareness, Career Educa-

tion (Curriculum)

The Career Development Project formulated this resource lesson guide. This volume is devoted to career awareness (at the intermediate level) leading to the life-time target of career identity. Presented are both published and original resources divided into developmental stages, with the intermediate level included in this volume. Each lesson plan has instructional objectives, in-put, output, and evaluation. (SC)

95 ED 086 824 CE 000 853 Economic Awareness: Elementary Career Educa-tion Guide. Volume 3.

Watertown Independent School District 1, S.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No-0316-0159

Pub Date Aug 73

Note—65p.; see CE 000 379, CE 000 850-2 and CE 000 854-5 for related documents

EDRS Price MF-\$0.65 HC-\$3.29

*Economic Descriptors-*Career Education, Education, Elementary Guides, *Resource Materials Grades, *Resource Identifiers-*Career Education (Curriculum)

The Career Development Project formulated this resource lesson guide. The third volume is devoted to economic awareness leading to the life-time target of economic understanding. After a ten-page introduction to career development. career development rationale and theories, and career clusters, an overview of the lesson guide and rationale and goals for economic awareness are briefly given. The remainder of the guide are briefly given. The remainder of the guide presents both published and original resourced divided into developmental stage levels. Included in each lesson are instructional objectives, input, output, and evaluation. (SC)

CE 000 854 ED 086 825 95 Beginning Competency: Elementary Career Edu-cation Guide. Volume 4.

Watertown Independent School District 1, S.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No-0316-0159 Pub Date Aug 73

Note—120p.; see CE 000 379, CE 000 850-3 and CE 000 855 for related documents

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Elementary Grades, *Job Skills, *Resource Guides, Resource Materials, *Vocational Development -*Career Education (Curriculum)

The Career Development Project formulated this resource lesson guide. The fourth volume is devoted to beginning competence leading to the life-time target of employable skills. After a tenpage introduction to career development, career development rationale and theories, and career clusters, an overview of the lesson guide and rationale and goals for beginning competency are briefly given. The remainder of the guide is a presentation of both published and original resourced divided into developmental levels: early childhood, primary, and intermediate. Included in each lesson are instructional objectives, input, output, and evaluation. (SC)

ED 086 826 95 CE 000 855 Appreciation-Attitudes, Decision Making, Educa-tional Awareness, and Employability: Elementa-ry Career Education Guide. Volume 5. tertown Independent School District 1, S.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-ton, D.C.

Bureau No-0316-0159 Pub Date Aug 73

Note-78p.; see CE 000 379 and CE 000 850-4 for related documents

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Decision Making Skills, *Educational Attitudes, Elementary Grades, Employment Qualifications, *Resource Guides, Resource Materials, *Work Attitudes Identifiers-*Career Education (Curriculum)

The Career Development Project formulated this resource lesson guide. The fifth volume is devoted to four objectives leading to four life-time targets: appreciation-attitudes leading to social self fulfillment; decision making leading to career decisions, educational awareness leading to educational identity, and employability leading to career placement. After a ten-page introduc tion to career development, career development rationale and theories, and career clusters, an overview of the lesson guide and rationale and goals for the four objectives are briefly given. The remainder of the guide is a presentation of both published and original resources divided into developmental stages: early childhood, primary, and intermediate. Included in each lesson are instructional objectives, input, output, and evaluation. (SC)

ED 086 827

Whitmore, Paul G.
Use of the Job Model Concept to Guide Job Description Procedures for Army Officers.

CE 000 858

Human Resources Research Organization, Fort Bliss Tex Div 5 Spons Agency-Office of the Chief of Research

and Development (Army), Washington, D.C. Report No-HumRRO-TR-73-26

Pub Date Nov 73 Note-39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Course Evalua-tion, Decision Making Skills, Group Dynamics, Instructional Improvement, *Job Analysis, Military Training, Occupational Information, *Officer Personnel, Systems Approach, Training

Objectives Identifiers—Army, *Job Model

The objective of Work Unit SKYGUARD has been to facilitate the development of an improved Air Defense Officers Advanced Course (C-22) by the U.S. Army Air Defense School. Focus is on techniques for improving the completeness and relevance of the instructional objectives with respect to future job requirements. The job description procedures specified in CONARC, Regulation 350-100-1. "Systems Engineering of Training", February 1968, were evaluated as to adequacy for describing officeriobs, and to develop afternative or supplementary The objective of Work Unit SKYGUARD has jobs, and to develop alternative or supplementary procedures, if necessary. It was proposed that major deficiencies could be avoided by beginning the job description process with the development of a job model to guide the rest of the descriptive process; consequently, a sample job model was developed to deal with common, non-trivial officer jobs. The partial job model for army officers includes coverage of systems assumptions under-lying the identification of broad job functions; analysis and description of officer decision; behavior management (behavior analysis, group interactions, student concepts, functional model, information collection); goal-setting functions.

95 CE 000 859

Bibliography on Career Education.
Center for Adult, Vocational, Technical, and
Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date May 73 Note-100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Career Education, Computer Oriented Programs, Cooperative Education, Curriculum Guides, Evaluation, Industrial Training, Instructional Materials, Indistrictional Programs, Job Placement, Occupa-tional Clusters, Occupational Guidance, Pilot Projects, School Industry Relationship, Voca-tional Counseling, Vocational Followup, Work Experience Programs, Working Womer

This non-annotated bibliography contains references to some of the more significant articles and documents from 1965 to 1972 related to the type of educational program now referred to as type of educational program now reterred to as career education. The bibliography is divided into four sections. Section One, "Selected References on Career Education," lists 144 key documents dealing with the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while Section Two, "Journal Articles," lists 84 varied interest and the career education concept, while section concept, while section career education concept, while section concept, while section career education concept, while section career education concept, while section concept, while section career education concept, wh journal articles dealing with the career education concept and some of its component parts. Section Three, "Background References Related to Career Education," cites 711 documents in the areas of: pilot projects, curriculum guides, teaching materials, and instructional programs (289); cluster concept (49); work experience, cooperative education, and job training in indus-try (50); advisory committees and industry-edu-cation cooperation (9); career guidance and counseling (53); computer-based guidance counseling (53); computer-based guidance systems (21); career information (121); placement and followup (19); women in the world of work (11); approaches to evaluation (4); and related studies (85). Many of the documents cited in Sections One and Two are available through the ERIC system. Section Four, "Continuing Sources of Information," lists several key information sources from which a continuing flow of career education information can be obtained in the future. (EA)

ED 086 829 CE 000 860

Hohenshil, Thomas H., Ed. New Dimensions in Career Education: Annual Conference on Career Education and Career Counseling (2nd, Blacksburg, Va., May 11-12,

1973). Proceedings.
Virginia Polytechnic Inst. and State Univ.,
Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education,
Richmond. Div. of Vocational Education.
Pub Date 12 May 73

Note-76p.

Available from—Public Information and Publica-tions. State Department of Education, tions, State Department of Education, Richmond, Virginia 23216 (CP-1, Single copies

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Conferences, Developmental Guidance, Guidance Counseling, Meetings, Occupational Guidance, *Vocational Counseling, *Work Attitudes

Identifiers-*Virginia

Teachers, counselors, administrators, university personnel from five States participated in the conference whose purpose was to analyze their changing roles in emerging career education their changing roles in emerging career education programs. Special emphasis was placed on Virginia's rapidly developing programs of career education. Norman Gysbers spoke on "Critical Issues in Career Education," reviewing key opinions concerning purposes and conceptualizations of career education. Byf Shoemaker's paper, "Rationale for Career Education," focused to the kill toolphalesial knowledges at the science. on the skill, technological knowledge, educational background, work habits, and attitudes essential to the nation's growth rate, and described a career continuum differentiated by grade level used in Ohio. Deal L. Hummel spoke on "Work and the Changing Attitudes of Students and Parents." Career development, he syas, reinforces positive youth attitudes in helping develop perpostive your antitudes in neiping ucevicip per-sonal identity and self respect. Group discussions were summarized by Tom Hohenshil. "Life Career Development: The Basis for Developmen-tal Guidance," by Norman Gysbers, described the concept of integration of roles, settings, and events over a total life span used for improving extending comprehensive, developmental guidance programs. The remainder of the proceedings consisted of reports on career educa-tion projects in Virginia. The conference program and participants are listed. (MS)

ED 086 830 Preparation of Occupational Guidance Counselors. CE 000 861

Cabarrus County Board of Education, Concord, N.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Pub Date Jun 73

Note-37p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors— *Career Education, Consultation Programs, *Counselor Training, *Elementary School Counselors, Elementary School Guidance, Field Experience Programs. Training.

Elementary School Programs. Guidance, Field Experience Programs.
Guidance Personnel, Guidance Programs. *Internship Programs. *Occupational Guidance. Occupational Information, School Community

Cooperation
Identifiers—*Career Awareness
The project had three goals: to increase the supply of elementary counselors in North Carolina, to provide guidance services to seventeen elementary schools in a satisfactory manner so the program would be adopted after expiration of the project, and to provide systematic guidance services for children in grades one through six. Four full time trained elementary nselors were employed to serve as counselors in their schools and as consultants for twelve graduate student counselor trainees serving a year-long internship. Together they organized and conducted a guidance and counseling program in which career awareness was an integral part. Trainees assisted teachers in integrating occupational information/career awareness as part of their regular classes, with considerable thrust given to the concept of community involvement. Preliminary data were collected on students in grades four through six regarding their knowledge about careers. Significant gains were measured on a career awareness scale given in the fall and the following spring. Conclusions and recommendations were drawn, Appendixes include a Guidance Counselor Rating Scale and a Career Awareness Questionnaire. (SC)

ED 086 831 CE 000 862 Hooper, William F.

Research Project in Vocational Education Con-ducted under Part C of Public Law 90-576. Final Report.

Leflore County School District, Greenwood. Miss.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date 1 Jun 73

Note-115p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Annotated Bibliographies. *Career Education, *Curriculum Development, *Disadvantaged Youth, *Educational Programs, *Ele-School Curriculum, Instructional s, Lesson Plans. Occupational Materials. Guidance, Self Concept

Identifiers—Career Awareness
A career education program was designed for the disadvantaged youth in Leflore County, Mississippi, to be incorporated into the curriculum and supported with a guidance and counseling program (including job placement). At all grade levels, attempts were made to help the children become aware of themselves and others, develop a positive attitude toward the world of work, and expose them to as many occupations as possible. program emphasizing career awareness grades 1-6 and career exploration in grades 7-9 was begun to enable the students to choose between a college preparatory curriculum or a specific skill training curriculum. (Except for a fourteen-page explanation of the program, the document is devoted to appendixes. The first (five pages) outlines the responsibilities of the five types of program personnel. The second (45 pages) concerns samples of career activities: lexson title, pre-planning, objectives, teaching procedures and activities, related subjects areas. vocabulary, teaching aids, and teacher's evalua-tion. A sample field trip information form is the third appendix (one page). The fourth (two pages) is a program evaluation form. The final appendix (30 pages) deals with materials in career education, including an annotated bibliog-raphy of filmstrips and books. (AG)

ED 086 832 CE 000 863 Keil, Janice M.

An Evaluation of Three Pilot Courses: The

An Evaluation of Inree Pilot Courses: Ine Development and Early Education of the Men-tally Handicapped Child. Final Report. Wisconsin Univ. - Stout, Menomonic. Spons Agency—Office of Education (DHEW). Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education,

Madison. Pub Date 30 Jun 73

Note-119p.; This document contains 100 leaves some of which are tables, 11 inches wide by 8

1/2 inches high and require two microfiche

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, Day Programs, Demonstration Projects, *Early Childhood Education, *Mentally Handicapped, *Partici-pant Satisfaction, Pilot Projects, *Readability, Reading Level, Rural Areas, *Teacher Educa-

The purpose of the research was to investigate The purpose of the research was to investigate the effectiveness of three pilot courses entitled "The Development and Early Education of the Mentally Handicapped Child," which were offered specifically for personnel in day services centers for the mentally handicapped in rural Wisconsin. Pre- and post-tests were administered to the students covering the cognitive and affective content specified in the course outline. They also reported the extent to which their personal exheritives were met in the course. The readability objectives were met in the course. The readability of the text books and other resources used was determined. Among the recommendations were that a "circuit rider" approach be used to accom-modute students in rural areas unable to travel a great deal, that high school reading levels be in-cluded in new text books and course materials, and that there is need for continued emphasis on early childhood education and behavior manageearly childhood education and behavior manage-ment. Findings specifically related to the pilot courses indicate that the students were satisfied in accomplishing their personal objectives with the course content but that too much material was included. Revision and dissemination to other rural areas of the State is recommended. All data gathered and analyzed is presented tabularly with narrative interpretation. Appendixes include the course outline, student survey forms, pre- and post-tests, and consultant resource recommenda-

ED 086 833

CE 000 865

Engelhardt, David F.

Developing a Regional Occupational Education
Center, 1973.--King Philip Regional School District, Wrentham, Mass.

Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.; King Philip Regional School District, Wrentham, Mass.

Pub Date 73

Note-26p.; This document contains 13 leaves, cach of which is 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Career Education, Curriculum, Educational Programs, Education Service Centers, Elementary School Curriculum, Occupational Guidance, *Program Curriculum, Occupational Guidance, *Program Development, *Regional Planning, *Regional Programs, *Secondary Schools, Student Needs, Supplementary Educational Centers

Identifiers-Career Awareness

To determine the research and planning tasks necessary for a regional career development pro-gram, the educational consulting firm of Engelhardt and Engelhardt, Inc. surveyed the needs and suggested a way to expand occupational edu-cation for adults and secondary students served by the King Philip Regional Schools. The need for career education and guidance was con-sidered as the study cited five areas for investigation: the contributions of the home and elementation: the controlations of the nome and elementa-ry schools to career awareness, the economic un-derdevelopment of the region, its interstate character, building plans for school expansion, and the junior high and elementary school cur-ricula. The main need for students appeared to be learning how to reach cureer guilk and account be learning how to reach career goals and accom-panying life styles. The tasks of an occupational panying life styles. The tasks of an occupational education center were determined to be: assess continuing needs; utilize information retrieval and research; diffuse and disseminate information; provide individual attention to the students; initiate and implement a program of career education; and see that the program is properly administered, researched, evaluated, and developed. Peripheral ideas were considered. It was sugested that consultants and local resource persons gested that consultants and local resource persons be employed to meet the specific needs of the center. (A tentative list of contacts is included.)

Engelhardt, David F.
Programs for Occupational Education for Grades
9-12 at Milford, Massachusetts.
Engelhardt and Engelhardt, Inc., Purdy Station,
N.Y.

Pub Date May 72

Note—99p.; This document containing 69 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Business Education, *Career Education tion, Distributive Education, *Educational Programs, Electronics, Engineering Education, *High School Curriculum, Industrial Arts, Industrial Education, Occupational Home Economics, Office Occupations Education, Technical Education, Trade and Industrial Education, *Vocational Education

An occupational education and career education program was planned for the new Milford, Mass, high school in which "occupational educa-tion" was defined as stressing training and guidance for occupations requiring no more train-ing than up through the fourteenth year. The pro-gram provides for the half-day student and for the 5- or 10-period per week student. Accom-modation could be made for the associated stu-dent who needs the facilities but is not enrolled in an occupational education course for grading purposes. Half-day students would take a concen-tration in a cluster of specialized programs or in one specialized course. The shorter-time students would take exploratory or acquaintance special-ized programs. Both would select programs from the instructional programs specified in the document. The programs include: child care; geriatric care and domestic service; housekeeping, atten-dant work, and food serving; drafting and design; occupational graphic arts; cabinetmaking, furni-ture repair and fabrication, and upholstery; electrical skills and electronics; small motor, appliance, machine, and instrument repair; building and grounds maintenance; automotive services and small engines; air conditioning and refrigeration; distributive education; bookkeeping/record keeping; office occupations; data processing; entrepreneurship and managerial work. (AG)

ED 086 835

CF 000 867

Banks, John C. An Investigation of the Interaction of Learning Styles and Types of Learning Experiences in Vocational-Technical Education. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education Spons Agency-Wisconsin State Board of Voca-tional, Technical, and Adult Education, Sheboygan

Pub Date Jun 73

Note-185p.; For related document, CE 000 868; This document contains 151 leaves, some of which are tables, 11 inches wide by 8 inches high, and require two microfiche frames EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Educational Research, *Learning Characteristics, *Learning Processes, Semantic Differential, Skill Development, *Student Attitudes, Technical Education, Vocational Education

Identifiers-*Learning Styles, Likert Type Scale The document describes a sub-proposal which became a part of the Fox Valley Technical Institute's attempt to identify learning styles and their relationship to learning experiences in voca-tional-technical education. The sub-proposal consisted of the identification of a sub-set of learning styles and a determination of their relationship with the acquisition of technical skills and knowledges. It was initiated at the University of Wisconsin-Stout. Two learning style continuums were identified: concrete/symbolic and struc-tured/unstructured. They were measured using a semantic differential and a Likert type scale (Learning Activities Questionnaire). After refinement, the use of the semantic differential was discontinued, and the scale was readministered to a group of 140 students from both the Institute and the Stout campus. The data gathered from that administration indicated all eleven vocational and technical education groups of students measured viewed themselves as emphasizing a concrete strategy which allows the learner to become personally and actively involved with an object. The two art groups preferred an unstruc-tured learning style, while the other nine groups preferred a more structured style. It was con-cluded that the instruments could detect and measure differences in learning styles. (The questionnaire and tables of supportive data are included.) (AG)

ED 086 836

CE 000 868

CE 000 868
Oen. Urban T.
Investigating the Interaction of Learning Styles and Types of Learning Experiences in Vocational-Technical Education. Interim Report. Fox Valley Technical Inst., Appleton, Wis. Spons Agency—Office of Education (DHEW). Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Shebovean

Sheboygan.
Pub Date 31 Aug 73
Note—151p.; For related document, see CE 000

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Research, Individualized Instruction, *Learning Characteristics, Learning Experience, *Learning Processes, Learning Theories, Ouestionnaires, Semantic Differential, *Student Attitudes, Student Role, Tables (Data), *Teacher Attitudes, Technical Education, Vocational Education Identifiers—*Learning Styles, Likert Type Scale

This interim report was abstracted from the nany research efforts conducted at Fox Valley Technical Institute and the Center for Vocational, Technical, and Adult Education, Univ. of Wis Stout. At Fox Valley, it was attempted to identify learning styles relevant to vocationaltechnical education, survey students and faculty concerning individualized instruction and learnconcerning individualized instruction and learning, develop an individualized learning model, and construct alternative learning experiences for meeting a given objective. At Stout, the task was to identify a sub-set of learning styles and determine their relationship to the acquisition of technical skills and knowledges (CE 000 867). Two learning style continuums were identified: concrete/symbolic and structured/unstructured. A semantic differential and a revised Likert scale semantic differential and a revised Likert scale (Learning Activities Questionnaire) were used to measure the continuums. The instruments were successful in determining individual learning styles and can be used by teachers for that purpose or for individualizing a program, course, or activity. Composite implications for teachers, students, and administrators in charge of curriculum were drawn. A 25-page literature review, a ten-page bibliography, and the Learning Activities Opinionnaire are included. (AG)

ED 086 837 95 CE 000 870

Kenston Aerospace: Title III ESEA Project.
Kenston Local School District, Chagrin Falls, Ohio.

Spons Agency-Bureau of Elementary Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note-117p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aerospace Education, *Course Descriptions, Curriculum Guides, Grade 10, Grade 11, Grade 12, Independent Study, *Program Descriptions, *Program Evaluation, Skill Development, Student Evaluation, Vocational Aptitude, Vocational Counseling, Vocational Interests

Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III

The objectives of a three-year comprehensive aerospace education program at Kenston High School, Chagrin Falls, Ohio, funded under Title III ESEA, were to provide marketable skills for non-College-bound students as well as counseling for the student planning on college or technical school education in the aviation field. Students also were taught skills of other disciplines such as math, geography, cartography, and science under real job-training conditions. The entire three-year program in aerospace education included three year-long courses, totaling three units of high school credit and was made available to all interested tenth, eleventh, and twelfth grade students. The program was supplemented with speakers, audio-visuals, and field trips; students in each course were required to do an independent study project. An evaluation of the project reflects aviation student profiles, class of reflects aviation student profiles, class at-tendance, course interest, future vocational goals tendance, course interest, future vocational goals of students, and interest-aptitude survey. Other aspects covered are the impact of Title III, cooperating agencies, information dissemination, and costs. More than half of this document is devoted to appendixes describing student aviation projects and reports, curriculum guides of courses, students survey, photographs, evaluation samples (OVIS, Strong, and GATB), and phase-in report. (Author/EA)

CE 000 872 Prueter, The Prueter, Theodore II.

Advanced Display; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education,
Lansing.

Lansing. Report No-MDE-0671

Pub Date Nov 72

Note-32p.; For related documents, see CE 000 873-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Business Education, "Commercial Art, "Definitions, Display Panels, "Glossaries, Publicize, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Window Dressing The glossary is one of twenty in various subject

areas of vocational education designed to assist the student in vocabulary mastery for particular the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in advanced display. It is divided into two parts; one provides the student with two definitions for each term isted; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 839 CE 000 873 Tibbetts, Judith

Advertising: Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.
Report No-MDE-0671
Pub Date Nov 72

Note-91p.; For related documents, see CE 000 872, CE 000 874-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Business Education, *Definitions, *Glossaries, *Merchandising, *Publicize, Vocational Education

Identifiers—Elementary Secondary Education Act

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in advertis-ing. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreea-ble definitions for each term will be arrived at by the instructor and the students. These definition will be made available to future students taking the course. (AG)

CE 000 874

493 640 Feb. 1988 640 And Others
Auto Mechanics; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.
Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Report No-MDE-0671
Pub Date Nov 72

Note-201p.; For related documents, see CE 000 872-873, CE 000 875-891

872-873, CE 000 875-891
EDRS Price Mr-\$0.65 HC-\$9.87
Descriptors—*Auto Mechanics, Auto Mechanics
(Occupation), *Definitions, Engines, *Glossaries, Industrial Arts, Mechanics (Process), Technical Education, Vocational Education Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in auto mechanics. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 841 CE 000 875 Shelton, Edward

Architectural Drafting; Glossary of Key Words. Vocational Reading Power Project, Title III,

Dakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education,

Lansing. Report No-MDE-0671

Pub Date Nov 72
Note—31p.; For related documents, see CE 000
872-874, CE 000 876-891

872-874, CE 000 870-851 EDRS Price MF-80.65 HC-\$3.29 Descriptors—*Architectural Drafting, Architecural Education, *Definitions, *Glossari
*Technical Education, Vocational Education Identifiers-Elementary Secondary Education Act Title III. ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in architec-tural drafting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

CE 000 876 Cooper, Louis Nichols, Therman

Cooper, Louis Nichols, Interman Appliance Repair; Glossary of Key Words, Voca-tional Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education,

Report No-MDE-0671 Pub Date Nov 72

Note-56p.; For related documents, see CE 000 872-875, CE 000 877-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Appliance Repairing, *Definitions, Electrical Appliances, *Glossaries, *Technical Education, Vocational Education Identifiers—Elementary Secondary Education Act

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III. E.S.E.A. This glossary is for a course in appliance repair. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

95 CE 000 877

ED 080 040
Peyton, Gladys
Clothing Services; Glossary of Key Words, Vocational Reading Power Project, Title III, E.S.E.A.
Oakland County Schools, Pontiac, Mich.

Agency—Bureau of Elementary and
Schools (April 1997). Washing-

pons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.
Report No-MDE-0671

Pub Date Nov 72 Note—41p.; For related documents, see CE 000 872-876, CE 000 878-891 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clothing Instruction, *Definitions, *Glossaries, *Home Economics Education. *Seamstresses. Vocational Education Identifiers—Elementary Secondary Education Act

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in clothing services. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 844 CE 000 878 Premer, LaVerne

Cosmetology; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE). Washing-ton, D.C.; Michigan State Dept. of Education.

Lansing. Report No-MDE-0671

Pub Date Nov 72
Note—50p.: For related documents, see CE 000
872-877, CE 000 879-891
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Cosmetology, *Definitions, *Glossaries, Vocational Education Identifiers-Elementary Secondary Education Act

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III. E.S.E.A. This glossary is for a course in cosmetology. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students.

These definitions will be made available to future students taking the course. (AG)

95 Kremer, B Dental Office Assisting; Glossary of Key Words. Vocational Reading Power Project, Title III. E.S.E.A

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing. Report No-MDE-0671

Note—37p.; For related documents, see CE 000 872-878, CE 000 088-891

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Definitions, *Dental
Dental Technicians, *Glossaries,
Education, Vocational Education

*Technical

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in dental of-fice assisting. It is divided into two parts: one pro-vides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Hoffman, Kirby

Distributive Education; Glossary of Key Words. Vocational Reading Power Project, Title III, Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.

Report No-MDE-0671

Pub Date Nov 72

Note-23p.; For related documents, see CE 000 872-879, CE 000 881-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Business Education, *Definitions, *Distributive Education, *Glossaries, tional Education

Identifiers-Elementary Secondary Education Act Title III. ESEA Title III

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in distributions. tive education. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

95 ED 086 847 CE 000 881

Adam, Alex G. Monroe, Carl C.
Engineering Drafting; Glossary of Key Words, Vocational Reading Power Project, Title III, Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.
Report No-MDE-0671

Pub Date Nov 72

Note-25p.; For related documents, see CE 000 872-880; CE 000 882-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Engineering Drawing, *Engineering Graphies, *Glossaries, *Technical Education, Vocational Education Identifiers—Elementary Secondary Education Act

Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project. Title III. E.S.E.A. This glossary is for a course in engineering drafting. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 848 95 CE 000 882 Hotchkiss, Marvin Schafer, Thomas Heating, Air Conditioning; Glossary of Key Words, Vocational Reading Power Project, Title III, E.S.E.A.

Oakland County Schools, Pontiac, Mich

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.

Report No-MDE-0671 Pub Date Nov 72

Note-51p.; For related documents, see CE 000 872-881, CE 000 883-891

EDRS Price MF-\$0.65 HC-\$3,29
Descriptors—*Air Conditioning, *Definitions, *Glossaries, *Heating, *Technical Education, Vocational Education

Identifiers-Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, ESFA This glossary is for a course in healing E.S.E.A. This glossary is for a course in heating and air conditioning. It is divided into two parts: one provides the student with two definitions for term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

Tedsen, Edgar

Industrial Electricity; Glossary of Key Words. Vo-cational Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education.

Lansing.
Report No-MDE-0671
Pub Date Nov 72

Note—51p.; For related documents, see CE 000 872-882, CE 000 884-891 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, Electrical Systems, Electric Circuits, *Electricity, *Glossaries, *In-dustrial Technology, *Technical Education. Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in industrial electricity. It is divided into two parts: one pro-vides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is in-tended that upon completion of the course, mutended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

95 CE 000 884 Furnari, Michael Schelter, Frederick Industrial Electronics; Glossary of Key Words, Vocational Reading Power Project, Title III,

E.S.E.A.
Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing. Report No-MDE-0671

Pub Date Nov 72 Note—51p.; For related documents, see CE 000 872-883, CE 000 885-891

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Definitions, Electromechanical Technology, *Electronics Industry, *Glossaries, *Technical Education, Vocational Education

Identifiers-Elementary Secondary Education Act Title III. ESEA Title III The glossary is one of twenty in various subject

areas of vocational education designed to a the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in industrial electronics. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 851 CF 000 885 Clark, Roger Marine & Small Engines; Glossary of Key Words. Vocational Reading Power Project, Title III,

Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education.

Report No-MDE-0671 Pub Date Nov 72

Note-57p.; For related documents, see CE 000 872-884, CE 000 886-891

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Definitions, *Engines, *Glossaries,
*Technical Education, Vocational Education Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Marine Equipment

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III. E.S.E.A. This glossary is for a course in marine and small engines. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

95 Johnson, Julia Medical Office Assisting; Glossary of Key Words, Vocational Reading Power Project, Title III,

Oakland County Schools, Pontiac, Mich. pons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education.

Lansing Report No-MDE-0671

Pub Date Nov 72

Note-53p.; For related documents, see CE 000

Note—35P.; For related documents, see CE 000 372-885, CE 000 887-891 EDRS Price MF-80.65 HC-\$3.29 Descriptors—"Definitions, "Glossaries, "Medical Assistants, "Technical Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in medical office assisting. It is divided into two parts: one provides the student with two definitions for each term listed the second part lists the same words. term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 853 95 CF 000 887

Lage, Dale R.
Modern Printing Processes; Glossary of Key
Words, Vocational Reading Power Project, Title
III, E.S.E.A.

Oakland County Schools, Pontiac, Mich

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.

Report No-MDE-0671 Pub Date Nov 72

Note-31p.; For related documents, see CE 000 872-886, CE 000 888-891

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Definitions, *Glossaries, *Industrial Arts, *Printing, *Technical Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject reas of vocational education designed to assist areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III. E.S.E.A. This glossary is for a course in modern printing processes. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

ED 086 854 CE 000 888 Boadway, Edwin Radio-T.V. Repair; Glossary of Key Words. Voca-tional Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing. Report No-MDE-0671

Pub Date Nov 72 Note-33p.; For related documents, see CE 000 872-887, CE 000 889-891

EDRS Price MF-\$0.65 HC-\$3.29

EJNB FIRE MF-30.55 HC-52.29
Descriptors—"Definitions, "Glossaries, "Radio Technology, "Technical Education, "Television Repairmen, Vocational Education Identificrs—"Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular the student in vocabulary mastery tor particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in radio-television repair. It is divided into two parts: one repairs in a divide into two parts one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course. (AG)

CE 000 889

Trombley, Ruth

Trombley, Ruth
Retail Floral Sales; Glossary of Key Words, Vocational Reading Power Project, Title III, E.S.E.A.
Oakland County Schools, Pontiac, Mich.

soons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Spons

Lansing. Report No-MDE-0671 Pub Date Nov 72

Note-27p.; For related documents, see CE 000 872-888, CE 000 890-91

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Floriculture, *Glossa-ries, *Retailing, Vocational Education Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in retail floral sales. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mu-tually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future

ED 086 856 CE 000 890

Pappas, Artemus Dube, Louise T.O.P.S. Total Office Procedure Systems; Glossary of Key Words. Vocational Reading Power Project, Title III, E.S.E.A.

Ject, Hite Htt, E.S.E.A. Oakland County Schools, Pontiac, Mich. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing. Report No-MDE-0671

Pub Date Nov 72

Note-63p.; For related documents, see CE 000 872-889, CE 000 891

students taking the course. (AG)

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*Business Education, *Definitions, *Glossaries, *Office Management, *Office Oc-

cupations Education, Office Practice, Vocational Education Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in total of-E.S.E.A. Inis glossary is for a course in total or-fice procedure systems. It is divided into two parts: one provides the student with two defini-tions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course.

ED 086 857 CE 000 891 Brunt, James G.

Welding; Glossary of Key Words, Vocational Reading Power Project, Title III, E.S.E.A. Oakland County Schools, Pontiac, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Michigan State Dept. of Education, Lansing.
Report No-MDE-0671
Pub Date Nov 72

Note-106p.; For related documents, see CE 000 872-890

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Definitions, *Glossaries, *Industrial Arts, *Technical Education, Vocational Education, *Welding

Identifiers-Elementary Secondary Education Act Title III, ESEA Title III

The glossary is one of twenty in various subject areas of vocational education designed to assist the student in vocabulary mastery for particular vocational education courses. They are part of the Vocational Reading Power Project, Title III, E.S.E.A. This glossary is for a course in welding. It is divided into two parts: one provides the student with two definitions for each term listed; the second part lists the same words with space for the student's definition. It is intended that upon

completion of the course, mutually agreeable definitions for each term will be arrived at by the instructor and the students. These definitions will be made available to future students taking the course (AG)

ED 086 858 CE 000 892 Program IMPACT: Community Service and Continuing Education. Fiscal Year 1974 Annual Program Amendment for the State of Tennes-

Tennessee Univ., Knoxville. Inst. for Public Service.

Spons Agency-Office of Education (DHEW), Washington, D.C. Pub Date 74

Note-22p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Annual Reports, Community Development, Community Leaders, Community Planning, Community Problems, *Community Services, Consumer Education, Government Employees, *Program Proposals
Identifiers—*IMPACT: Tennessee

In an effort to make the best use of limited federal funds available, Program IMPACT, Community Services and Continuing Education, authorized under Title I of the Higher Education Act of 1965, has attempted to narrow its focus to the priorities of three basic program areas: consumer Education-50 percent of program funds; Community Planning, Growth, and Leadership-35 percent; Governmental Organization Services-15 percent. The annual program amendment reviews the past activities of these three basic program areas as well as anticipates program thrusts and components in the future. (EA)

ED 086 859 95 CE 000 893 Program IMPACT: Community Service and Con-tinuing Education. Fiscal Year 1973. Annual Report for the State of Tennessee.

Tennessee Univ., Knoxville. Inst. for Public Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 12 Dec 73

Note-111p. EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors.—*Adult Education, *Annual Reports, Community Leaders, *Community

Problems, *Community Services, Consumer

Education, Housing, Inner City, Interagency

Cooperation, Leadership Training, Legal

Problems, Private Colleges, Program Administration,

Program Evaluation, Technical

Assistance

Assistance Identifiers—*IMPACT: Tennessee

This report covers Program IMPACT, Community Service and Continuing Education, from July 1972 to June 30, 1973 (a period of 62 percent increased funding for Tennessee), and provides information on project activity, completed projects, program administration, and program evaluation. Varied efforts by colleges and universities utilized their unique resources to assist in

the solution of priority community problems through continuing education for adults. Completed projects described include: Seminars in Community Problems, Technical Assistance in Housing, Community Leadership Development for Community Action Agencies, Consumer Education, Community action Agencies, Consumer Education Program, Seminars in Legal Rights for Low-Income Community Leaders, Development of Statewide Governmental Training, Private Higher Education Approach to Community Services, Technical Assistance to Tennessee Cities, Tennessee Statewide Consumer Education Program, and Improving Leadership Skills in the Inner City. Major program support went to the second year programing activities for the Statewide Consumer Education Project. Other significant cooperative efforts were the Statewide Local Governmental Training System and Staff Assistance to Public Community Colleges. Included is a summary by Congressional District of all programs funded under Title I since its inception in fiscal year 1966. (Author/EA)

ED 086 860 CE 000 894

Van Zant, John L. Lawson, William H. Manpower Projection Model Project, Ventura County.

Ventura County Community Coll. District, Calif.; Ventura County Superintendent of Schools

Spons Agency—California State Dept. of Human Resources Development, Sacramento.

Pub Date 30 Sep 72

Note-184p.; This document contains 162 leaves some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames; Some pages will not reproduce clearly EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Projections, Job Mar-ket, Labor Market, Labor Supply, *Manpower Needs, *Models, Occupational Information,

*Program Development Identifiers—*Manpower Projection Model Project The final report on Phase 1 of the Manpower Projection Model (MPM) Project provides a guide for implementation of the model system by area Vocational Education Practitioners within any Standard Metropolitan Statistical Area (SM-SA). A cooperative effort between Ventura County Superintendent of Schools Office and the Community College District, the project was designed to identify and develop a short-term manpower projection system for the Ventura County SMSA and its adjacent labor-market areas. Six steps were followed in the development of the MPM system: (1) familiarization with na-tional publications and National Bureau of Labor Statistics (BLS) Methodology, (2) development of active support from local planners, (3) description of budget structure, (4) contact made with Department of Human Resources and Development and Data Research Section, (5) determination of responsibilities of MPM staff, and (6) incorporation of MPM information into local planning. Linking the local MPM system to the BLS National Industrial-Occupational (I-Q) Matrix enables the national industry and occupa-Matrix enables the national industry and occupa-tional trends to be superimposed on the local SMSA, thus relating job market shifts to the local area. The "Early Warning" I-Q Matrix provides an early look at changes in the local labor mar-ket. The employer validation process and ex-trapolation technique were also used in determi-ing projections. Ten appendixes of related materi-als are included (46). are included. (AG)

ED 086 861 CE 000 895

Ross, Raymond J.

Development of Examinations for Assessment of

Occupational Competency, Final Report.

Central Connecticut State Coll., New Britain.;

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education. Pub Date Jun 73

Note-100p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auto Mechanics (Occupation), Car-penters, Cooks, Drafting, Electricians, Elec-tronic Technicians, Machine Tool Operators, Machinists, *Occupational Tests, Performance Tests, *Statistical Analysis, Teachers, *Test Construction, Test Reliability, *Test Results, Test Validity, Tool and Die Makers, Vocational Education

The objectives of the two-year project were to develop new occupational competency examina-

tions for seven occupational areas-automotive mechanics, carpentry, chef, electrician (re-sidential), industrial electronics, machine draft-ing, and machine trades--and subject the written examinations to a validation procedure. Vocaexaminations to a vanidation procedure. Voca-tional trade teachers were selected and employed as consultants for development of the examina-tions. The validation procedure consisted of tradesmen from each of the seven areas completing the examination for their area, then a statistiing the examination for incir area, then a statistical analysis of the results to produce normative tables in percentile form and to produce instrument reliability data. It was concluded that the method for developing the occupational competency examinations was valid since three of the examinations was valid since interest the examinations (carpentry, chef, and electrician) were fully completed, and the remaining four can be completed with further development. (Although, in the interest of preserving their security, the instruments are not contained in the report, the instruments are not contained in the report, the procedure used in their development is outlined, the scope of the written examination for each area is itemized, sample items are pro-vided, and the statistical tables of results are made available.) (AG)

ED 086 862

Moskowitz, Irving Career Resource Center: A "Pre-K to Adult" Model for Career Development. 1973. Final Re-

Hackensack Public Schools, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vo-

cational Education. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington D.C

Pub Date Jun 73 Contract-OEC-0-70-5188(361)

Note—274p. EDRS Price MF-\$0.65 HC-\$9.87

Descriptors-Adult Education, *Career Educaescriptors—Adult Education, "Career Educa-tion, Career Planning, Developmental Pro-grams, Educational Research, Elementary Grades, Learning Activities, "Models, Occupa-tional Guidance, "Pilot Projects, "Program Evaluation, Secondary Grades, "Vocational

Development
This is the final evaluation report for the Hackensack Career Development Program whose goals for the 1970-1973 funding period were: to develop a model in which career development concepts may be incorporated into regular classroom activities, to implement the model, and to evaluate and update the career development concept on a continual basis. The project was designed to: (1) make career development learning activities an integral part of the school curriculum from pre-kindergarten through adult education, (2) provide a setting in which experimentation with and evaluation of such activities may be carried on, and (3) offer students and gradune carried on, and (3) other students and gradu-ates assistance in finding desired and/or suitable employment. Aspects of the career development concept which involves related, sequential, nursery-to-adult experiences were implemented through continuing and intra-curricular projects. Such programs were still being implemented in the third year of the project. Evaluation, another major third-year effort, was aimed at documenting student behavioral changes related to "career experiences" and to assess the process (activity) objectives of the program. Many of the evaluation forms used are included in the appendixes, as are quarterly reports from the project. (SC)

CE 000 897 Keep Careers in Mind: Middle School Career Education.

Dependents Schools (DOD), Washington, D.C. Pacific Area. Pub Date Sep 73

Note-297p

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, *Curriculum Development, Educational Programs, *Middle Schools, *Occupational Clusters, Occupational Information. Teacher Developed Materials, Teaching Guides

The purpose of the handbook is to provide teachers of middle school students a resource for integrating career education into subject area disciplines. Written by a committee of educators from the Pacific area Department of Defense Schools during a summer workshop, the docu-ment provides a job cluster wheel of fifteen clusters (office occupations, personal services,

public service, transportation, health occupations, agri-business and natural resources, fine arts and humanities, communications and media, marine science, construction, consumer and homemaking occupations, environment, hospitality and recreation, manufacturing, and marketing and distribu-tion). The clusters are further refined in outline form, including jobs at all levels. In studying the clusters, students will become able to: identify various occupations, identify skills and talents of workers, observe how occupations affect life style, relate products and services with worker interaction, recognize that environments affect job location, and ascertain how a worker gains digni-ty and satisfaction from a job well done. Sugestions for roles of school personnel and the use of field trips, guest speakers, and media are in-The major portion of the document is devoted to specific activities in twelve disciplines, based on the clusters and objectives mentioned, which teachers can employ in the classroom. (AG)

ED 086 864 CE 000 898 Evans, Virgin Factors Affecting Vocational-Technical Program

Millcreek Township School District, Erie, Pa. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Pub Date 14 Dec 72

Note-89p.; Descriptions, Evaluation, Recom-mendations-Project no. 223

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-35.29
Descriptors—Area Vocational Schools, Educational Attitudes, *Educational Planning, High
Chical Students Interviews. Junior High School Students, Interviews, Junior High School Students, *Parent Attitudes, *Student Attitudes, Student Opinion, Technical Education, *Vocational Education

Identifiers—Elementary Secondary Education Act Title III. ESEA Title III

The project was developed to identify the factors which affect the vocational-technical pro-gram choices of Millcreek Township School Dis-trict secondary pupils having the options of an academic program with vocational electives or a dual program of academic subjects in the home school and more intensive training in a vocational-technical school on an alternating twoweek basis. A personal interview was developed and administered to a random sample of 429 pu-pils and 144 parents. Findings from the interviews include: (1) more and better information about vocations and programs is needed and should be offered early and not isolated from the major disciplines; (2) parents react negatively toward vocational-technical training, and vocational-technical pupils feel that academic teachers consider them less important; (3) the vocationaltechnical classes give pupils great satisfaction; (4) parents see college-preparatory training as the choice path to the good life; (5) parents desire more counseling and career information programs and more exploratory training and work ex-perience programs; (6) parents favor integration of vocational-technical pupils with academ or vocational-technical pupils with academic pu-pils in classes; and (7) parents desire more career information themselves and more knowledge about developing school programs. Conclusions and recommendations are made. Interview forms are included. (SC)

ED 086 865 CE 000 899

Harris, Everett Wayne A Study of Selected Factors Associated with the Participation in Employment of Rural Low Income Adults.

Spons Agency—Vermont State Dept. of Educa-tion, Montpelier. Research Coordinating Unit for Vocational and Technical Education.

Pub Date Apr 73 Note—389p.; Ed. D. Dissertation, University of Illinois, Urbana

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Doctoral Theses, Economically Dis-advantaged, Employment Experience, *Emadvantaged, Employment Experience, Employment Level, Employment Oualifications, Job Training, *Low Income Groups, Occupational Information, Occupational Surveys, Pilot Projects, Rural Areas, *Rural Population, Social Characteristics, *Work Attitudes Identifiers—Vermont

The primary objective of this study was to determine whether or not there were differences

in selected aspects of work commitment among rural low income adults who were employed, unemployed, or not in the labor force. Specific objectives of this doctoral thesis were: (1) to determine the social and economic characteristics of rural low income family units residing in a county of Vermont; (2) to determine whether or not rural low income adults from different levels of participation in employment differ significantly in family characteristics, personal characteristics, job seeking information, occupational preparation and assistance, desired occupational preparation, employment history, and work values; (3) to determine whether or not there was a significant actermine whether or not mere was a significant relationship between work values of rural low in-come adults and selected variables. Behavioral and attitudinal findings of this study revealed rural low income adults experience numerous so-cial and economic handicaps with respect to par-ticipation in employment. Despite the presence of these handicaps, they remain committed to work as a means of attaining extrinsic and intrinsic satisfactions. (Author/EA)

ED 086 866 95 CE 000 900 Jones, Hilda B.

Dropout Prevention: Diversified Satellite Occupa-tions Program and Career Development. Final

Granite School District, Salt Lake City, Utah Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Bureau No-VO-61056 Pub Date 30 Jun 73 Grant-OEG-0-70-5176(361)

Note—125p. EDRS Price MF-\$0.65 HC-\$6.58 Descriptors—Academic Achievement, Achievement Gains, Attendance, Bilingual Students, Culturally Disadvantaged, Demonstration Projects, *Disadvantaged Youth, Dropout Attitudes, *Dropout Prevention, Dropout Programs, Dropout Research, Handicapped Students dents, *Occupational Guidance, Pilot Projects, Racial Balance, *Student Teacher Relationship, Vocational Development, *Work Experience

The Diversified Satellite Occupations Program Career Development sought to prevent dropout through these strategies: registration at a school situation away from the normal school setting, creation of a close teacher-student relationship, and raise achievement levels and lower anxiety levels. Program emphases at elementary, junior and senior high levels were occupational guidance, work experience, bilingual-bicultural students, and handicapped students. The centers, which had direct contact with 769 students, showed considerable holding power, with only 6.7 percent of students leaving the program without plans. Comparisons between pre-data yielded fifteen significant changes: six changes were from a more to a less favorable score, and nine were in the positive direction. Nine of these were on the achievement measures, with seven positive and two negative changes. Two positive and two negative changes were measured regarding attitude toward school. Differences between centers were also measured. A third party evaluator concluded that the centers were successful in achieving the objective of increasing non-white enrollment. It was concluded that the dropout-prone disadvantaged student will show attendance and achievement gains if registered in a less structured locale, with a shorter day, combining with work experience. Supporting statistical tables are given. (SC)

CE 000 902

Radloff, David Maurice

Radioff, David Maurice
An Examination to Determine the English Competencies Required of Secretaries in the Administrative, Legal and Medical Areas with a Synthesis into a Core of Common Competencies to be Used in Forming a Basis for an English Curriculum, Final Report. Western Wisconsin Technical Inst., La Crosse.

Pub Date May 73 -49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business English, Curriculum Development, *Educational Objectives, *English Curriculum, *English Education, Job Satisfaction, Language Skills, Linguistic Com-petence, Linguistic Performance, Question-naires, *Secretaries

The central problem of the study was to determine the English competencies required of secretaries in the Medical, Legal and Administrative Secretarial Areas. The questionnaire/interview method was employed, utilizing 50 questionnaires and ten interviews in each of the three secretarial areas, and distributing them to imployers and employees according to a radial density corresponding to the employment density of graduates of Western Wisconsin Technical Institute. The respondents and interviewees overwhelmingly ascribed primary importance to knowledge of fundamentals of English, and knowledge of fundamentals of English, and further indicated that these competencies were the responsibility of the educator, not the employer. The study concludes that while the tendency in English education is toward making it fun and eliminating the stresses inherent in the more traditional approaches, it is 180 degrees off from what the employer wants. It is suggested that the long-term happiness and satisfaction derived from successful competition in the world of work is more desirable than the short-term happiness of non-competitive educational interlude. (Author/DS)

CE 000 903 Williams, Jack K. Andrews, Grover J.
The Continuing Education Unit and Adult Educa-

Adult Education Association of U.S.A., Washington, D.C

Pub Date 31 Oct 73
Note—17p.; Paper presented at the National
Adult Education Association Conference (Oc-

tober 31, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, College Credits, Credentials, Credit Courses, *Equivalency Tests, Extension Education, Higher Education, Noncredit Courses, Professional Continuing Education, Special Degree Programs, Speeches, Vocational Retraining Identifiers—*Continuing Education Unit

The formation and use of the Continuing Education Unit (CEU), a uniform nationally accepted unit that provides a mechanism by which most continuing education activities can be measured and recorded, was presented at the 1973 National Education Association Conference. The unit, developed by the National Task Force in 1968 to determine the feasibility of a uniform unit of measurement, can be applied to professional continuing education, vocational retraining, adult liberal education as well as other adult/continuing education programs. Specific administrative requirements were outlined for establishing and maintaining quality control over assignment of the CEU. Also discussed was the use and criteria of the CEU in the new Standard Nine provision of the College Commission of the Southern Association of Colleges and Schools. Southern Association of Colleges and Schools. Latest national developments were more elaborate guidelines from the National Task Force and a working paper on CEU by the Federation of Regional Accrediting Commissions of Higher Education. The need was stressed for higher education institutions to prepare now for adult education programs, an anticipated major component of American higher education during the seventies and eighties. (EA)

CE 000 904 Guaranteeing Income and Employment. A Com-pendium of Papers for the High School 1973-74 Debate Resolutions.

Chamber of Commerce of the United States, Washington, D.C. Pub Date Sep 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Debate, Economically Disadvantaged, *Employment Patterns, *Federal vantaged, *Empoyment Fatterns, *Federal Legislation, Federal Programs, *Guaranteed In-come, Low Income Groups, Social Welfare, Welfare, Welfare Agencies, *Welfare Problems, Welfare Recipients, *Welfare Services

Four papers are included, the first being an April 12, 1973 interview with U. S. Representative Martha W. Griffiths regarding a study authorized by Congress on welfare programs. Seymour L. Wolfbein and Karl T. Schlotterbeck present a statement on H. R. 1, a proposed solu-tion to the welfare problem, before the Senate Finance Committee on January 27, 1972. They discuss the welfare problem and their views re-

garding the purported causes of the problem, including the migration thesis, the work disincentive thesis, and the family break-up thesis. They analyze the proposed new policies and give their own recommendations for action. The third paper concerns manpower potential of AFDC fam and estimated job vacancies. Thomas P. Walsh authored the fourth paper, a statement on public service employment and manpower programs given on April 28, 1972. (SC)

ED 086 870 95 CE 000 905 Mobile County and Phenix City Research and Development Project in Career Education. Final Report.

labama State Dept. of Education, Montgomery. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-Report No-V261011L

Pub Date 27 Aug 73 Grant—OEG-0-72-0791 Note-223p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, Community Involvement, *Educational Objectives, Elementary Grades, Evaluation, Instructional Programs, Leadership Training, Middle Schools, Place-ment, *Program Development, *Research Projects, Secondary Grades, Self Concept, Testing, Vocational Counseling Identifiers—*Alabama, Career Awareness Goals of the career education research project,

January 1972-July 1973, at Mobile County Public School System, Alabama, were to produce a model for implementing career education programs in local schools and to developmentally plement a program of career education. Addi-tional goals at Phenix City Public School Sys.em, Alabama were to broaden occupationally related experiences of the student and to develop positive attitudes toward work, school, and self (oc-cupational orientation program, elementary school; career education program, middle school; placement service, high school). The Phenix City project involved a 20-day workshop, development of 54 instructional units through which career education could be implemented in the classroom. Student reaction to career education was overwhelmingly overwhelmingly positive and teacher attitudes were highly favorable towards the concept of career education. The report includes coverage of leadership training, teacher training, counseling, placement, instruction, community involvement, management, dissemination, and evaluation aspects, and testing results of The Career Development Inventory, self-concept scales, and the semantic differential measure. About one-third of the report is devoted to appendixes.

ED 086 871 CE 000 906

Etheridge, Bessie D.

Implementing a K-12 Career Development Program in the District of Columbia. Final Report.

District of Columbia Public Schools, Washington,

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No-0-361-0137 Pub Date 30 Jun 73

Contract-OEC-0-70-4785(361)

Note-147p.; For the independent evaluation of

this project see CE 000 907 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Career Planning, *Curriculum Development, Elementary Grades, *Inservice Teacher Education, Intary Oracles, 'inservice Teacher Education, in-terdisciplinary Approach, Junior High School Students, *Models, Occupational Guidance, Parent Participation, *Pilot Projects, School Community Cooperation, Secondary Grades, Teacher Developed Materials, Vocational

Development Identifiers—Career Awareness Goals for the 1970-1973 project involving over 3,000 pupils were: (1) to provide a test pattern of "career foundations" through implementation of new curriculum methods and materials at the elenew curriculum methods and materians at the eie-mentary level; (2) to design a test pattern of "-career survey" through restructuring the curricu-lum around career clusters at the junior high level; (3) to design a "career exploration" pat-tern for high school students, including vocational programs and cooperative work-study activities;

and (4) to expand occupational guidance and and (4) to expand occupational guidance and cooperation with employment services for student placement after schooling. Project accomplish-ments and results were: a K-9 model of career education was designed; interdisciplinary curricu-lum guides were developed; a teacher training model for orientation to the career development concept was formulated and implemented; cooperation with the community and within the cooperation with the community and within the district was attained; and data gathering forms were developed and revised. Teachers and counselors were found to be the single most valuable resource, while lack of meaningful parental involvement continued to be a problem as do the dropout, unemployment, and under-employment rates. Recommendations are included. Appen-dixes contain forms and materials used in the project and a Teacher Beliefs Survey (on career education). (SC)

ED 086 872 CE 000 907 Peck, Hugh 1.

Career Development Exemplary Project, Washington, D. C. Schools, 1972-73. Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C.; Institute for the Development of Educational Auditing, Arlington, Va.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No-0-361-0137

Pub Date Jun 73

Contract-OEC-0-70-4785(361)

Note-68p.; For the program evaluated in this document see CE 000 906

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Career Education, Community Involvement, Cost Effectiveness, *Educational Programs, Elementary Grades, Junior High Schools, Measurement Instruments, *Pilot Projects, Program Design, *Program Evaluation, Tables (Data), Vocational Development

The Career Development Exemplary Project (CDEP), is one phase of the District of Columbia Schools' efforts to place career development into the main stream of the school curriculum. The program as a whole and the development of a career education assessment battery using the in-formation based evaluation (IBE) approach is described in detail in this independent evaluation. The instruments used were: (1) for students: Self Observation Scale, School Sentiment Index, Work Attitude Survey, Occupational Preference Inventory, Occupational Values Inventory, and Career Awareness Development Inventory, (2) teachers: Classroom Observation Scale, Instructractices Survey, and Evaluation of Career Education Teacher Practices Survey, and Evaluation of Career Education Curriculum Guides, and (3) for others: Education Decision Makers Scale. Findings for these scales are presented and discussed. They in-cluded improved personal and work oriented at-titudes among the CDEP students. However, at the teacher and administrator level, the CDEP resources were not used to the full extent possi ble and the level of community involvement was not high in spite of high level of community support for the program. On the basis of the evalua-tion recommendations are made concerning inservice programs, evaluation design, reduction of costs, community involvement, and project expansion. (SA)

CE 000 909

West, Leonard J. And Others
Survey of Entry-Level Bookkeeping Activities in
Relation to the High School Bookkeeping Cur-

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational Education.

Report No-RR-73-1

Pub Date Nov 73

Note—255p.: Report prepared in cooperation with the Occupational Analysis Field Center, New York State Department of Labor EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Bookkeeping, Business Education, Computers, *Curriculum Development, Entry Workers, *High School Curriculum, Job Analysis, Office Practice, Questionnaires, *Record-keeping, Statistical Studies, *Surveys, Tables (Data), Technological Advancement Identifiers—*New York

To provide a base of information for potential updating of the prevailing high school curricula in Recordkeeping/Bookkeeping, the components of those curricula were examined in relation to the those curricula were examined in relation to the actual job duties of employed bookkeepers-with special focus on entry-level positions and on the effects of computerization of job duties. The questionnaire and interview results show: computerization has reduced the need to understanding ookkeeping concepts, prior school training is in frequently a requirement for securing an entry-level position, and on-the-job training of a few days to a few months is prevalent. It was also found that: the Recordkeeping curriculum appears to be nonfunctional; the terminology of school instruction is often at variance with job school instruction is often at variance with job terminology; the job duties and job responsibility levels of those with no school training in book-keeping are indistinguishable from those with only high school training; job responsibility and advancement depend heavily on work experience; inversal need before work in practioningstly carriers. journal and ledger work is predominantly carried out by experienced employees, and high school instruction beyond the trial balance is totally unjustifiable. Recommendations for curricular revision are made in accordance with the findings, explicity distinguishing between instruction for small-firm and large-firm employment. (Author/AG)

ED 086 874 95 CE 000 910 Consumer-Home Economics Curriculum. Middle Schools. Connecticut.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date [73]

Note-293p. EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, *Consumer Education, Course Content, Course Evaluation, Course Objectives, "Curriculum Guides,
"Home Economics Education, Learning Experience, "Middle Schools, Teacher Developed
Materials, Units of Study (Subject Fields) Identifiers-Connecticut

The teacher developed curriculum guide is intended for home economics programs for boys and girls grades six through nine. Areas are presented sequentially, not by grade level, so that objectives increase in depth within an area. This allows for flexibility within and between schools. Consumer education suggestions appear both in content areas and in the consumer education section. Curriculum plans are presented in seven areas: child care and development; clothing and areas: child care and development; clottning and textiles; consumer education and management; family health and safety; foods and nutrition; housing and interiors; and personal, family, and community relationships. A five-column format lists behavioral objectives, content, learning ex-periences, evaluation, and a space for teacher's notes. A bibliography of suggested references and resources concludes each area. A three-page arti-cle contains remarks on the characteristics and needs of middle school youth. A second article of similar length discusses programing considerations. (AG)

Copa, George Irvin, Donald Status of Former High School Students: Procedure for Local Assessment. Report of the First Pilot

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis Pub Date Aug 73

Note-45p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Collection, Data Processing, *Dropouts, *Educational Assessment, Educational Experience, Educational Research, Emtional Experience, Eucatonial Research, Em-ployment Experience, Evaluation Criteria, *Followup Studies, *High School Students, Pilot Projects, Questionnaires, School Surveys The report presents the results of a pilot test of a procedure for conducting a school-directed as-sessment of former high school students to obtain

information about their educational and employ-ment activities. Criteria for the assessment procedure were: provide information useful in assisting local school personnel in planning and evaluation; be directed, conducted, and financed by the local school; include all school leavers; provide information about educational and em-ployment activities of former students; produce a

high response rate; keep cost reasonable; provide nigh response rate; keep cost reasonable; provide information simplifying future assessment of the same students; and provide consistent information across schools. At school leaving, students were asked for name, address, parents' address and phone, special needs, and their educational program during high school. At the time of as gram during high school. At the time of assess-ment they were asked for an employment and educational activities history since leaving high school and a description of their present educa-tional and employment status. Mailed question-naires yielded three types of responses: non-respondent, incomplete, and complete. The procedure was evaluated by conducting a pilot test in six Minnesota school districts. In general, essment procedure was found to have met each of the criteria. Suggestions for revising the procedure and its administration are proposed in conclusion. (AG)

ED 086 876

CE 000 913

Nyquist, Ewald B.
Planning for Continuing Education in the 70's.
Pub Date 18 May 71

Note—20p.; Speech presented at the New York Association for Continuing Education Annual Meeting, New York, May 18, 1971 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, Continuous Learning, *Educational Change, Educational Finance, *Educational Planning, *Futures (of Society), Speeches, *State Aid

Continuing education is not only an extension of the K-12 continuum but also the foundation for ensuring that childhood education is fully effective since children spend most of their first eighteen years under parental influence. Lifelong learning is necessary as new facts are discovered society's needs and individual needs change, and some kinds of education can be taught more ef-fectively to adults than to children. The New York State Department of Education funds continuing education because locally available revenues are insufficient to meet adult educarevenues are insumerent to meet aount educa-tional needs. In the 70's, four technologies (management technology, cybernation, social en-gineering, and biological engineering) will produce vast changes, making demands upon continuous education as the greatest single resource for meeting the challenge. Education may be expected to become a social condition while the system of education will be more flexiwhile the system of education will be innot flexible and open with increased opportunity for adults. As a group, adult educators possess characteristics and virtues enabling them to adapt to change and accomplish goals in unfavorable climates. The role of continuing education director encompasses ever widening areas of knowledge and expertise. Among the goals envisioned are a regionalization of continuing educa-tion services and a Statewide planning system.

CE 000 914

A Guide for Planning Occupational Programs in Farm Production and Management. New York State Education Dept., Albany, Bu-reau of Secondary Curriculum Development. Pub Date 70

Note-54p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—"Agricultural Education, Agricultural Machinery, "Agricultural Production, Agricultural Supplies, Agricultural Trends, "Curriculum Guides, Educational Programs, Equipment, "Farm Management, Farm Occupations, Instructional Materials, Planning (Facilities), "Program Planning, Units of Study (Subject Fields), Young Farmer Education Intended for personnel in charge of establishing and conducting programs in farm production and

and conducting programs in farm production and management, the guide reflects the changes in farming by emphasizing farm business manage-ment and farm mechanization. The introductory chapter suggests criteria for selecting stu and lists some of the occupations for which the program will provide preparation. The second chapter cites various areas of study and suggested content for each. It is recommended that each course of study contain four basic areas: orientation, supervised occupational experience programs, leadership training, and applied mechanics in agriculture. The following areas would be emphasized according to local occupational needs: field and forage crops, vegetable crops, apple production, grape production, soil science, livestock, farm business management, and farm business economics. Chapter Three contains suggestions for planning facilities—space allocations, classrooms, applied mechanics and land laboratories—for the program. Suggestions for selecting equipment and supplies with a list of necessary items comprise Chapter Four. The final chapter lists instructional materials available. The textbook and reference book section is divided into subject areas. Periodicals, audiovisual aids, teaching aids, bulletins, and various sources of educational materials are also listed. (AG)

ED 086 878

Stewart, Otto J., Comp.

Manual for the Instruction of School Bus Drivers.

New York State Education Dept., Albany.

CE 000 915

Pub Date 73 Note-77p.; Revised edition by Anthony E.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Driver Education, First Aid, Instructional Films, *Manuals, Program Administration, *School Buses, *Teaching Guides, Traffic Safety

*Traffic Safety
In answer to requests from numerous school
and safety officials throughout the State, a
manual for the instruction of school bus drivers
was prepared; with 2,000,000 pupils in 20,000
vehicles being transported daily during a school
year, the State of New York realizes the necessity
for correct safety procedures to be well defined
for those transporting children to and from
school safely. Units in the manual cover responsibilities of the school bus driver; the school bus
driver's relationship to parents, pupils, and school driver's relationship to parents, pupils, and school officials; administrative procedures of the school transportation program; driver qualifications; driving skill; accidents, first aid, and school bus health and sanitation, care and maintenance of the school bus; traffic laws, signs, and signals; driving skills in closed areas. Also included is a review test and a bibliography of recommended films for individual units of the course. The appendix has copies of the necessary school bus driver forms (application, medical examination, psychophysical test record, and accident) as well as information pertaining to safety citations and where psychophysical tests may be secured. (EA)

CE 000 916

Business and Public Policy; Instructor's Guide for an Adult Course. Part II in a Series of Prepara-tion for Certified Professional Secretary Ex-

New York State Education Dept., Albany. Bu-reau of Continuing Education Curriculum Development. Pub Date 73

Note-44p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3.3.29
Descriptors—Adult Education, Business Education, *Business Subjects, Certification, *Law
Instruction, Lesson Plans, *Office Occupations
Education, Secretaries, *Teaching Guides
Identifiers—New York State

One of six courses to cover the six parts of the Certified Professional Secretary Examination, this course in business and public policy is appropriate for use in adult education programs, secondary schools, and community colleges of New York State. It is recommended that specific cases be used with each of the ten lessons to exemplify the major principles involved. The areas covered by the lessons include: contracts; sales; bailments, agency, and employment; negotiable instruments; insurance; real and personal property, wills, and inheritance; government protection of business; government regulation of business; and law enforcement. For each lesson objectives are stated, the lesson content is outlined, and teaching suggestions and references are provided. (AG)

ED 086 880

CF 000 917

Mapp, Patricia
Women in Apprenticeship--Why Not? Final Re-

port.
Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research

and Development. Report No-DLMA-92-53-70-17-01

Pub Date Aug 73

Note—268p.

Available from—National Technical Information
Service Springfield, Va. 22151

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Apprenticeships, Attendant Training, Child Care Occupations, *Employer Attitudes, *Equal Opportunities (Jobs), Feminism, Government Role, Health Occupations Education, Nondiscriminatory Education, See Discriminatory Education, See Discriminatory Schilds Workers, See Programmer Control of the *Sex Discrimination, Skilled Workers, Surveys, Trade and Industrial Education, Vocational Counseling, Vocational Interests, *Working

The project goals were to isolate, analyze and minimize barriers to the participation of women in the skilled trades. Brochures and a film aimed at dispelling myths were produced. Employer surveys confirmed that prejudice and ignorance of laws had to be confronted with facts. Surveys of women apprentices and their employers showed a women apprentices and their employers showed a low drop-out rate and high degree of employer satisfaction. Changes were indicated in State Em-ployment and Apprenticeship agencies to eliminate sex-stereotyping and new apprencies-ship programs were begun in day care and health occupations. Recommendations: (1) sponsorship of apprenticeship "out-reach" function for women; (2) active enforcement of equal opportunity laws; (3) reassessment of so-called "women's codes in Dictionary of Occupational Titles; (4) schools opening technical pre-apprenticeship classes to girls; and, (5) unions/employers waiving collective bargaining agreements as they exclude women from apprenticeship application. Forty pages of appendixes include survey forms, questionnaires, and brochures. (Author/AJ)

Fimmano, Ralph Kacharian, John C. Highway Surveying. Instructor's Guide for an Adult Course. Highway Technicians Program Unit III.

New York State Education Dept., Albany. Bu-reau of Continuing Education Curriculum Development.

Note-172p.; Revised edition of 1962 document by Fimmano and Frank E. Howard EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education Programs, Career Education, *Civil Engineering, *Highway Engineering Aides, *Road Construction, *Teaching Guides, *Technical Education, Vocational Education

Identifiers-*Highway Surveying, New York State The revised instructor's guide, which is part of the New York State Highway Technician's Program to provide needed technicians and engineers by upgrading people in the lower-level technician jobs, is geared toward the improvement of technical skills and knowledge in highway surveying. In view of the shortage of paulified technicians and engineers award by qualified technicians and engineers caused by the rapid expansion in the building of State and rapiu expansion in the building of state and Federal highways, local school districts and other sponsors of adult education programs are being encouraged to offer the courses in this program as part of occupational education. Each of the fourteen lessons includes enough subject matter for about 2 1/2 hours of classroom instruction. All lessons are written with a content outline on the left half of the page and corresponding teaching points and techniques on the right half of the page. Lessons cover technical skills, such as: elements of surveying; measuring distances; leveling, measurement of angles and directions; the transit; traverse and stadia surveying; field astronomy; horizontal and vertical curvature; preliminary, construction, and final surveys. Also included is a final examination. (EA)

CE 000 919 ED 086 882 An Instructor's Guide for a Program in Brake Services.

Services.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Pub Date 70
Note—50p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Adult Education, Audiovisual Aids,
"Auto Mechanics (Occupation), Course Content, "Curriculum Guides, Instructional Design,
Mechanics (Process), Secondary Grades,
"Teaching Guides, "Technical Education
Identifiers—"Brake Services
The instructor's guide is designed to present an
understanding of the automotive hydraulic brake
system and to help individuals develop new skills

for employment in this specialized field of au-tomotive service. Applicable for secondary or adult education, this guide describes: the brake system, types of brakes, diagnosis and correction of brake problems. The content outline is listed on the left side of the page with corresponding teaching approaches on the right. A final examination, advice on using audiovisual materials, and preparing and using transparencies follow the outline. Instructional materials, including books, films, and slides are suggested for each section of the course. (DS)

CE 000 920

Seeley, Rita Fraser, Frank
Machine Transcription Syllabus,
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development. Pub Date 71 Note-48p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Business Skills, Business Subjects, *Curriculum Guides, Individualized Instruction, *Office Machines, Office Occupations Education, *Office Practice, Stenography, Student Motivation, Typewriting

Identifiers-*Machine Transcription, New York State

The syllabus has been designed as a onesemester or one-year separate course or for use as an instructional module within certain other office education courses. In machine transcrip tion, students learn to transcribe business communications from recordings and to apply a variety of related skills including typewriting, grammar, punctuation, sentence structure, form, arrangement. The curriculum committee sought to prepare a course incorporating these needs. Three levels of achievement have been identified for each topic, and the students should be encouraged to progress at their own rate with special emphasis on increasing typewriting speed. The desired objective in machine transcription is to produce corrected, mailable letters or other copy. To assist the teacher, the syllabus presents six content areas and course objectives for the three levels in each area. Suggestions for individualizing instruction and motivating the stu-dent are based on personal conferences. Teaching suggestions for each content area are presented and methods for evaluating student performance are proposed. The syllabus concludes with a chapter on suggestions for dictation. (AG)

ED 086 884 CE 000 921

Colpitts, Phyllis A. Cerri, Lawrence J. Improving Clerical Office Skills.

New York State Education Dept., Albany. Bu-reau of Continuing Education Curriculum Development.

Pub Date Note-72p.

EDRS Price MF-\$0.65 HC-\$3.29

*Business Descriptors-*Business Education. Skills, *Clerical Occupations, Filing, Grammar, Job Application, Language Usage, Office Occu-pations, Office Practice, Reading Comprehen-sion, Spelling Instruction, *Teaching Guides

This course is intended as preparation for takng a civil service examination in office clerical skills; it is also intended to provide employment skills for clerical office workers. The course typically is given in two-hour sessions, once a week for 10 to 12 weeks. It covers the following topics: grammar and language usage, spelling, vocabulary improvement, reading comprehension, office mathematics, filing skills, telephone techniques, business machines (briefly), techniques for find-ing employment, and how to take a civil service examination. (EA)

CE 000 922 ED 086 885

Syllabus in Dental Assisting. New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, *Course Content,
*Course Objectives, Course Organization,
*Curriculum Guides, *Dental Assistants, *State
Standards, Technical Education, Units of Study
(Subject Fields)

(Staplet Friends)

Identifiers—New York Health Occupations Education Program, *New York State

The syllabus, part of the New York Health Occupations Education Program, is a statement of

the minimum course content acceptable for State credit, requiring two and one-half hours each day of 160 teaching days in each of two academic years. The Introduction to the syllabus contains recommendations regarding selection of teachers and students, suggests ancillary studies, and ex-plains that the syllabus is not intended to be used as course of study. Rather, the contents of the syllabus are to be incorporated in a course of study developed by the teacher to emphasize local needs and conditions. Topics considered in the syllabus are: general orientation, the dental assistant, dental terminology, oral anatomy, diet and nutrition, preventive dentistry, dental instruments and equipment, dental materials and methodology, laboratory procedures, chairside assisting, pharmacology, radiology, oral pathology, microbiology and sterilization, office manage-ment, office first-aid, and preparation for employment. A three-column format is used. The first column presents minimal acceptable content; the second states instructional objectives in terms of desired student performance; the third contains teaching suggestions. A course of study based on the syllabus should contain performance objectives defining what the student can do, under what conditions, and at what level of proficiency.

CE 000 923 ED 086 886 Related General Information for Vocational Cooperative, Trade and Technical Education. (Reprint).

York State Education Dept., Albany. Bureau of Secondary Curriculum Development. Pub Date 70

Note-258p

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Business, *Career Education, Con-sumer Economics, Employment Interviews, Employment Qualifications, Federal Legisla companient Quantications, Federal Legisla-tion, Industrial Relations, Industry, Job Appli-cation, Labor Legislation, *Occupational Guidance, *Occupational Information, Person-nel Management, State Legislation, Teaching Guides, Technical Education, *Trade and In-dustrial Education, *Vocational Education

The publication is a reprint of material revised over a period of years of use by teacher-coor-dinators of vocational industrial education. The material is designed to be used by teachers of general related information in preparing students to take their places in the world of work. Lesson outlines have been grouped into seven sections related to particular concerns that workers have in seeking employment—(1) orientation to, appraisal and evaluation of, vocational programs (four lessons); (2) getting a job (nine lessons concerning self-evaluation, job applications, interviews, employment agencies, etc.); (3) job practices and human relations (twelve lessons con-cerning first day on the job, accident prevention, wages, work habits, ethics in terminating employment, etc.); (4) personnel management and labor relations (six lessons directed to personnel ganization, labor unions, and related topics); (5) regulatory agencies and legislation (seven lessons on Federal and State employment limitations, Social Security, Medicare and similar concerns); (6) business and industry (nine lessons on the struc-ture and growth of industry and related factors); and (7) consumer economics and related topics (twelve lessons). An eighth section consists of twelve lessons on general topics. For each lesson, an outline of content and list of suggested references are provided. (AG)

ED 086 887 CE 000 925 The Training of Functional Literacy Personnel; A Practical Guide.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Pub Date 73

Note-98p.

Available from—UNESCO, 7 Place de Fontenoy, 75700 Paris, France (ISBN 92-3-101043-3,

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Edu-cators, Educational Development, Educational Objectives, *Educational Programs, Objectives, "Educational Programs, "Func-tional filiteracy, Institutes (Training Programs), "Literacy Education, "Teacher Education, Teacher Recruitment, "Teaching Guides The guide is primarily intended for adult edu-

cators, teachers, personnel in charge of illiterate workers, and personnel responsible for initiating

and administering functional literacy programs. The method described in the guide is based upon an operational seminar in which 'the teaching cadres go into the field to rediscover the functional literacy system and the principles underlying it. The program must be in keeping with local situations and problems; the socio-economic groups concerned must be at least partially responsible for the operation; it must be an interdisciplinary operation. Part One of the guide stucies the organization of teacher training. Structure disciplinary operation. Part One of the guide studies the organization of teacher training. Structures may be centralized or decentralized; the
methods of work may be "assembly line" or "
group." Part Two discusses the training of the
cadres: its objectives (Conceptualization of the
theory of functional literacy, conceptualization of
the educational approach implied by this theory,
and acquisition of the skills required for educational werely and its methods accelerated retional work) and its methods (accelerated programs and institutional training). Part Three is devoted to methods of recruitment and training of instructors. The principles, methods, and techniques described in each section are illus-trated by various kinds of documents (model lessons, training programs, case studies, etc.). (AG)

ED 086 888 CE 000 926

ED 086 888 CE 000 926

Haines, Peter G.

Career Education: In-Service Teacher Education.

Information Series Number 92.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—Info-Ser-92

Pub Date 73

Note—469

Note-46p.

Available from-Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.50) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Decision Mak-ing, Educational Change, *Educational Strateing, Educational Change, *Educational Strategies, *Inservice Programs, *Inservice Tracter Education, Instructional Systems, *Management, Models, Program Planning Career Education poses a challenge for in-service education and requires management decision

making from all the discipline areas and teaching levels. The major theme of this paper is that sound planning and management of a systematic in-service delivery system is basic to implementing career education. A planning format is presented for use in determining the strategy of the inservice effort, the structure of the program to be presented, and the instructional system which supports the effort. The second theme of which supports the effort. In esecond theme of the paper is that any in-service program dealing with a major change must consider that each school system generally has a large turnover of personnel, who may have little or no knowledge of career education or insight into its operational meaning. A third theme concerns the need to create an indepth understanding of the nature of career education and how it can add meaning. career education and how it can add meaning and relevance to instruction. Steps in the strategy for in-service education are outlined, with a strong recommendation that the school district assume the cost of the professional retraining for assume the cost of the professional retraining for the major policy change inherent in the career education concept. A case study of a preservice career education module is presented as a model for the design of an in-service program. Ap-pended are instruments to assist district personnel in evaluating materials for career education and an attitudes survey to assess beliefs toward career education. (Author/VT)

ED 086 889 CE 000 927

Brack, Robert E. Steele, Sara M.

Steele, Sara M. Brack, Robert E. Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects. Occasional Papers Number 38.
Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education; Syracuse Univ., N.Y. Publications Program in Continuing Education.
Report No.—Occas-Pap-38
Byb. Data Num. 23.

Pub Date Nov 73

Pub Date Nov 73
Note—69p.
Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, N. Y. 13210 (\$2.25)
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Achievement, *Adult Education, Adult Educators, Bibliographies, *Evaluation, Evaluation Methods, Evaluation Needs, *Objectives, Success Factors, Systems Analysis

In adult education, there are seven essential activities if evaluation is to have maximum use: understanding, specifying, describing, comparing, judging, valuing, and influencing. It is also necessary to understand the objectives being evaluated--their level (agency, program, project or course, and/or instructional) and kind (output objectives or objectives which help secure output); their characteristics (results of decisions, discriminatocharacteristics (results of decisions, discriminatory, predictive, pluralistic, realistic, etc.). Objectives must also be understood as a system or parts of a system (content, behavior, and experience) and as having a role and function in programing (relationship to program purpose, source of the objectives and degree of commitment, meaning of objectives to those involved, guide or contract, etc.). The main problem in evaluation is getting good objectives written and used effectively in programing because of failure to deal with objectives. programing because of failure to deal with objectives as decision-making or failure to adjust contives as decision-making or failure to aquist con-cepts to overcome erroneous assumptions. The prospects for evaluating the attainment of objec-tives as a tool in programing depend upon adult educators building a concept of objectives and their use which is adjustable in adult education situations. (A fourteen-page bibliography accom-panies the monograph.) (AG)

CE 000 928
Carlson, Robert A.

Educational Television in its Cultural and Public
Affairs Dimension: A Selected Literature
Review of Public Television as an Issue in Adult
Education. Occasional Papers Number 39.

Syracuse Univ., N.Y. ERIC Clearinghouse on
Adult Education.; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Report No—Occas-Pap-39

Pub Date Dec 23

Pub Date Dec 73 Note-50p.

Television

Available from-Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 (\$2.00) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Annotated Bibliographies, Audiovisual Aids, Cultural Fac-tors, *Educational Television, *Literature Reviews, Public Affairs Education, Public

The selected literature review in this booklet reflects the continuing controversy in the field of adult education over the place that should be ac-corded by adult educators to noncommercial culcorded by adult educators to noncommercial cul-tural-informational television (Public Television or PTV). The writer contends that educators views and definitions of the field of adult educa-tion are crucial to the position they support in the PTV controversy. This study views some of the notions in adult education which discourage acceptance of PTV as a unique broadcast form of education and analyzes the concerns arising from these notions; based on this analysis, "the review will argue that if the values of adult education, writ small, were to achieve dominance in Public writ small, were to achieve dominance in Public Television, independent-minded Americans would be much the worse off for such 'progress.'" More than half of the booklet is devoted to an anotated bibliography, which is divided into two parts: The Conflicting Hopes and The Reality.

ED 086 891 Robb, Felix C.

Education-1985. Career and Vocational Educa-tion Professional Development Report Number

North Carolina State Univ., Raleigh. Center for Occupational Education.
Report No—R-8
Pub Date 73

Pub Date 73

Note—23p.; Speech presented at the conference entitled Vocational Education—1985 sponsored by the Center of Occupational Education and the American Vocational Assoc.

Available from—Center for Occupational Education, P. O. Box 5096, N. Carolina State Univ., Raleigh, N. C. 27607 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Educational Change, Educational Objectives, *Educational Planning, Educational Problems, Educational Quality, *Futures (of Society), Speeches, *Technological Advancement

ment
Before considering characteristics of American
education in the future, we need to consider the
contemporary condition of potentials and
problems. Recent developments make us realize
we cannot and do not function as a nation apart.

Global issues must be our concern: equilibrium of forces and international conflict; economic status forces and international conflict; economic status and interrelationships of nations; humanizing governance, system, and organization; the issues of justice; and utilization of the religious, spiritual, philosophical, and mystical forces to unify and direct the human endeavor. In spite of the problems documented by an organization called "The Club of Rome," the year 1985 must find us able to make rational State and local decisions based on long-range, comprehensive, coor-dinated, planning. Technology is neither good nor evil, but subject to our use. Through automation, atomic energy, communications, transportation, medicine, and computerization, transportation changes in society have been possible, but have there been similar changes in man himself? Schools change slowly, but 1985 should see an educational emphasis on the individual learner while serving community and national interests. Education in 1985 will be characterized by a continuum of learning, increased options, interagency cooperation, equal opportunities, better financing, new areas of learning, and further research.

ED 086 892 CE 000 930 Appalachian Right to Read Community Based Centers.

Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Right to Read Program.

Pub Date Aug 73

Grant—OEG-0-72-4939

Note—52p.; Nineteen-page section headed "At-tachments" deleted by author EDRS Price MF-\$0.65 HC-\$3.29

escriptors—*Adult Basic Education, Adult Reading Programs, Annual Reports, *Continu-ing Education Centers, Disadvantaged Groups, "Home Instruction, Individualized Instruction, Interagency Coordination, "Paraprofessional School Personnel, Parent Education, Preschool Programs, Rural Dropouts, Rural Education, Prachally, Supplementary Educational Centers, Teacher Education

Identifiers-*Right to Read

This report presents objectives, activities, and results of the three Appalachian Right to Read Community Based Centers from May, 1972 to August, 1973. The primary function of the Centers has been to demonstrate direct home instruc-tion, by paraprofessionals, of individually prescribed reading instruction to isolated rural Appalachian adults and their families. The Centers served 103 families, including more than fifty pre-schoolers, with six paraprofessionals, at a cost per family of approximately \$394. The report outlines development of a county-side learning center facility, recruitment and training of indigenous paraprofessional teachers, coordinating the learning center-home study model with a developing public community school, reading-readiness instruction for parents of pre-schoolers, and an evaluation of the effectiveness of adult basic education home study as a route in recruit-ing adults to recurring education in the community school. Twenty brief case studies are included.

(AJ)

CE 000 932

Griffin, Bobbie L. Blankenship, A. Ray
Training and Use of Volunteer Recruiters in Adult
Basic Education Programs. Alabama III (Huntsville) Module. Final Report. Issue 3.
Huntsville City Schools, Ala.; Morehead State
Univ., Ky. Appalachian Adult Education
Center.

Center. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Pub Date Jun 71

Grant-OEG-0-70-4616-111(324)

Note-198p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Adult Dropouts, *Adult Education Programs, An-Dropouts, "Adult Education Programs, An-notated Bibliographies, Continuing Education Centers, Disadvantaged Groups, Individualized Instruction, Paraprofessional School Personnel, Personnel Evaluation, "Personnel Selection, Program Content, Program Evaluation, Teacher Aides, "Teacher Education, Volunteers, *Volunteer Training

The Huntsville Module proposed a model pro-am for the training and use of volunteer

recruiters that could be used in other Adult Basic recruiters that could be used in other Audit basic Education (ABE) systems in the Appalachian area; specifically, to (1) define procedures for identification and selection of volunteers, (2) provide an eighteen-hour training program, (3) compare recruitment and retention of students compare recruitment and retention of students with those not receiving volunteer services, and (4) define strengths and weaknesses of recruiters in relating to undereducated adults and influencing ABE enrollment. Thirty-eight carefully selected volunteers attended twelve training sessions before their door-to-door recruitment of non-readers; this personal approach brought students into the programs's lower levels and held the withdrawals to 24 percent, compared to a 43 percent rate in the control group. (Components of the Appalachian ABE Demonstration Center are detailed, and a 20-page annotated bibliography of educational materials given. Fifty pages raphy of educational materials given. Fifty pages of appendixes include an evaluation chart for selection of volunteers, agendas for training workshops, student recruitment handouts, evalua-tion forms.) (AJ)

ED 086 894 CE 000 933

The Adult Learning Center. Issue 6.
Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington DC

Pub Date Sep 72 Grant—OEG-0-71-4410(324) -25p.

Note—25p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Adult Basic Education, *Adult Education Programs, *Continuing Education Centers, Disadvantaged Groups, Educational Diagnosis, Educational Facilities, Educational Obstation Diagnosis, Educational Facinities, Educational Objectives, Guidance Counseling, Individualized Instruction, Interagency Coordination, Paraprofessional School Personnel, Personnel Selection, Program Planning, Recruitment, Remedial Instruction, Student Motivation, Student Pacadia dent Records

Identifiers—*Student Recruitment
Since 1967 the Appalachian Adult Education
Center in cooperation with thirteen State departments of education has established several adult learning centers to provide services to the hard-core educationally disadvantaged and to test one specific method of operation to meet individual needs most effectively. Through this document, an attempt is made to formulate a broad and comprehensive design for an operational learning center, including objectives, physical structure, materials, requirements for directors and staff members, and student recruitment techniques. A program of diagnosis, prescription and evaluation is outlined; sample record sheets, enrollment forms, study schedules and other forms make up a large part of the document. An evaluation of the learning center program, Ohio Module, is of-fered in tabular form. In a comparison with traditional classroom adult instruction, the learning center showed 1.5 times the gain per hour in reading for 100 hours of instruction, and home instruction by paraprofessionals working out of learning centers showed 2.5 times the gain of the traditional classroom. (AJ)

ED 086 895 CE 000 935

Eyster, George W. Hayes, Ann P.
Adoption of ABE Innovation Model. A Position
Paper on a Center for Resource Utilization in
Adult Education. Issue 10.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Pub Date Oct 72 Grant-OEG-0-71-4410(324)

Note-7p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.05 HC-\$3.67 Descriptors—*Adult Basic Education, Au-diovisual Communication, Change Agents, *Educational Innovation, Educational *Educational Innovation, Educational Resources, Information Centers, *Information Dissemination, Information Needs, Information Services, *Information Utilization, Mass Media, Models, *Resource Centers, Resource Staff

The most pressing problem in adult education seems to be resource utilization; alternative solutions to problems exist but are not disseminated, and the most urgent requests are for the synthes-

izing of available knowledge to meet local program needs. A cooperative extension adoption of an innovation model, specifically the dissemina-tion of Adult Basic Education improved praction of Adult Basic Education improved practices, is remarkably effective in terms of adoption and good practice. The Appalachian Adult Education Center's model involves four elements: Awareness, Interest, Trial, and Adoption. The generation of knowledge and even training of practitioners are not by themselves sufficient to cause change; the use of findings is crucial. A Center for Resource Utilization in Adult Education tion (CRU) should be Federally funded, centrally located, and in addition to acquisition and dis-semination of printed materials (through com-bination with existing services) and preparation of audio-visual presentations, the CRU should be responsible for making personal contacts to ensure adoption of improved practices. (AJ)

ED 086 896 CE 000 936

Bailey, C. J., Comp. Handbook of Services Available for Adult Stu-dents. Issue 11. Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 73 Grant-OEG-0-71-4410(324)

Note-68p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Community Agencies (Public), *Community Resources, *Directories, Employment Programs, Employment Services, Federal Programs, Private Agencies, *Program Descriptions, *Resource Guides, Social Agencies, Social Services, Sociopsychological Services, State Agencies, Voluntary Agencies, Welfare Agencies, Welfare Services, Youth Agencies

This handbook was prepared for the Adult Basic Education (ABE) teacher to provide information on the public services and programs ad-ministered by Federal, State, and local governmental agencies, including private, civic, and community organizations through which the needs of ABE students may be met. A crossindex is provided, including the services offered and the agencies offering services. The handbook is structured to be used in many communities. Space in which to enter the name of the local office, person to contact, address, and telephone number follow a generalized description of each agency, and blanks are provided for the user to list other agencies. The handbook is constructed in a loose-leaf form to facilitate continuous up-dating. (Author/AJ)

ED 086 897 CE 000 937

Stone, Eugene F. Porter, Lyman W. Job Scope and Job Satisfaction: A Study of Urban Workers. Scientific Report 22.

California Univ., Irvine. Graduate School of Administration. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office. Report No—TR-22

b Date Nov 73

Note-32p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blue Collar Occupations, *Correlation, *Job Analysis, *Job Satisfaction, Research Projects, Urban Population Identifiers—*Job Scope

The relationship between job scope and job satisfaction was examined for a sample of urban, satisfaction was examined or a sample of urban, predominantly blue-collar, employees. Incumbents in sixteen jobs provided data on job characteristics (N8164) and job satisfaction (N8593). Rank-order correlation coefficients were computed between mean job scope indices and mean job satisfaction levels for the sixteen jobs. Results showed that job scope indices (e.g., variety, autonomy, etc.) were positively related to satisfaction with the "work itself." Implications of these findings for the Hulin and Blood (1968) model relating job level, job satisfaction, and alienation from middle-class work norms and values were discussed. (Author)

ED 086 898 CE 000 939 Bibliographie sur l'education permanente. United Nations Educational, Scientific, and Cul-tural Organization, Paris (France). Report No—ED-WS-359-Rev-I

Pub Date Dec 73

Note-49p.; Document published in French EDRS Price MF-\$0.65 HC-\$3.29

*Bibliogra-Descriptors—Adult Development, phies, *Conference Reports, *Continuous Learning, Developing Nations, *Integrated Cur-

Learning, Developing Nations, "integrated cur-riculum, "international Organizations, Interna-tional Programs, Meetings In selecting titles for this bibliography, the compliers have included only those which cover "lifelong integrated education," defined by inter-national organizations (UNESCO) and Council of national organizations (UNESCO) and Council of Europe) as a "global concept integrating different aspects and educational processes in a coherent continuum." Such themes as adult basic educa-tion, leisure, cultural politics, technical education, etc., are excluded. Eighty-three national or inter-national conferences their from 1964-1973 and the publications which issued from them are listed, as well as forty-five UNESCO documents and publications, and thirty titles from the Council of Europe. Other independent or collective studies, periodical articles (including special issues), and bibliographies and periodicals on lifelong education comprise the 203 additional titles listed. Although most of the titles are given in French, those published by UNESCO or Council of Europe are generally available in English and Spanish. A small number of Asian, Middle Eastern and Latin American conferences and publications are included, some with English titles. (AJ)

ED 086 899 CE 000 941

Maurer, Nelson S. Visual Merchandising through Display: Advertis-ing Services Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72 Note—174p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Adult Education, Audiovisual Aids, Descriptors—Adult Education, Audiovisual Aids,
*Commercial Art, *Course Content, *Curriculum Guides, Display Panels, Equipment, Exhibits, Grade 12, *Merchandising, Occupations,
Secondary Education, Vocational Education
Identifiers—Visual Merchandizing Techniques

The investment and of displays to havisteering.

The increasing use of displays by businessmen is creating a demand for display workers. This deis creating a demand for display workers. This de-mand may be met by preparing high school stu-dents to enter the field of display. Additional workers might be recruited by offering adult training programs for individuals working within the stores. For this purpose a curriculum guide has been developed describing: employment de-counter administrative considerations. Facilities mands, administrative considerations, facilities, student attributes, course format, teaching suggestions, expected outcomes, course outline, and using audiovisual materials, followed by an appendix of suggestions for the course. The course is designed for a ten to twenty week program at the twelth grade level. The course is arranged by topic under the headings of performance objectives, instructional techniques, learning experiences, and evaluative techniques. (DS)

FD 086 900 CE 000 942 Job Grading Standard for Store Worker, WG-

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards. Report No-TS-22

Pub Date 72

Note-8p. Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0600-00671, \$.25

Descriptors—"Government Employees, "Job Analysis, Jobs, Job Skills, "Occupational Infor-mation, Skill Analysis, Storage, Supplies, Task

mation, Skill Analysis, Storage, Supplies, Task Performance Identifiers—*Store Worker
The standard for grading jobs under the Federal Wage System covers nonsupervisory work involved in handling, marking, and preparing displays of merchandise or other items for selection by customers. This requires skill in observing, counting, and maintaining stock levels, and in matching names, codes, numbers, or sizes of items on shelves to lists on which these items are shown. Workers acquire and use a knowledge are shown. Workers acquire and use a knowledge of the various kinds, sizes, and locations of stocked items, and how they should be displayed.

They also use knowledge of the general characteristics of items handled in recognizing poor or unacceptable quality. (Author/DS)

CE 000 943 ED 086 901 Job Grading Standard for Wood Worker, WG-

Civil Service Commission, Washington, D.C. Bu-reau of Policies and Standards.

Report No-TS-21 Pub Date Jun 72

Note-9p. Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0600-00668,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Carpenters, *Government Employees, *Job Analysis, Jobs, Job Skills, *Occupational Information, Skill Analysis, Task Performance, *Woodworking

formance, "Woodworking A job grading standard for Wood Worker WG-4604 is given for grading jobs under the Federal Wage System. The standard covers physical requirements, tools, job task, skills, and knowledge at three grade levels, and the limits of the second level to the second level placed on the requirements at each level. In general the wood worker makes and repairs such supply shipping, and storage items as small and medium boxes, crates, pallets, and other comparable items. (DS)

ED 086 902

CE 000 944

Pinson, Nancy M.

Calling Careers: Overview and Accompanying Teachers' Manual.

Maryland Center for Public Broadcasting, Owings Mills.; Maryland State Dept. of Education, Bal-timore. Div. of Vocational-Technical Educa-

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-ton, D.C. Div. of Vocational and Technical

Pub Date [73]

Contract-OEC-0-70-5186(361)

Note-128p. EDRS Price MF-\$0.65 HC-\$6,58

Descriptors—*Career Education, Educational Television, *Elementary Grades, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, *Inter-mediate Grades, Occupational Clusters, *Teaching Guides, Telecourses, *Televised Instruction

Identifiers-*Maryland Career Development Pro-

CALLING CAREERS is a televised series of fifteen 20-minute lessons intended to acquaint fourth through eighth grade students with twelve vocational clusters and to demonstrate the opportunities contained within them, the relationships between them, and the personal characteristics and work habits they require. The series also demonstrates how jobs provide satisfaction, how they are related to present interests and activities. and how community influence affects career cho-ice. The manual, to be used with the televised tee. The manual, to be used with the televised lessons, assist the teacher by supplying a variety of resources for each cluster: construction, com-nunication, medical services, health services, business, merchandising, leisure industries, agribusiness, transportation, social services, personal services, and manufacturing. For each lesson, an overview provides a brief description of the unique qualities of one cluster, with behavioral objectives and a summary. Activities are suggested before and after the lesson, both general and also directed to specific curricular areas. A bibliography for students, including fiction and non-fiction, is provided. The manual is in a preliminary stage as part of the Maryland Career Development Project (K-Adult) and is subject to revision according to teachers' suggestions. (AG)

CE 000 946

ED 086 903

Markowitz, Selma Lee

Articulation of Educational Programs for NursingRelated Health Occupations. Final Report.

Connecticut Inst. for Health Manpower

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education. Pub Date May 73

Note-124p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Articulation (Program), Behavioral Objectives, *Educational Programs, Health Oc-

cupations, *Health Occupations Education, In-dividualized Programs, Interagency Coopera-tion, Intercommunication, *Nursing, Occupa-tional Information, Task Analysis

Identifiers-Connecticut

A four-month study was undertaken to prepare a plan for the articulation of those educational programs for nursing-related health occupations for which the Connecticut Division of Vocational Education shares responsibility: nursing assistant programs in the comprehensive high schools; practical nurse education programs; and community college associate degree nursing programs. Study procedures followed were: (1) a review of literature, (2) an analysis of State legal restrictions pertaining to the three nursing levels, (3) an analysis of the instructional curricula and determination of commonalities of the three nursing levels, (4) job descriptions for the three levels, and (5) the holding of workshops. Conclusions and (5) the holding of workshops. Conclusions were that nursing articulation is feasible and practical. Recommendations were that: (1) through task analysis a standardization of behavioral objectives and competency requirements for nursing-related educational programs be undertaken, (2) active measures be taken to be undertaken, (2) active measures be taken to implement alternative pathways (e.g., education by module, credit by examination and external degree programs), and (3) channels for intercom-munication and collaboration among all persons and organizations involved in or sharing responsi-bility for nursing education be established (workshops, seminars, and newly-created or activated State/regional/local councils and taskoriented committees). (EA)

ED 086 904

CF 000 949

Cannon, F. R. West Central Vocational-Technical Education Survey, Final Report and Recommendations.

New Educational Directions, Crawfordsville, Ind.

Spons Agency—Indiana State Dept. of Public In-struction, Indianapolis. Div. of Vocational Edu-

Pub Date Apr 73

Pub Date Apr 7:
Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Dropouts, *Educational Needs,
Educational Planning, Program Planning, Regional Cooperation, *Regional Planning,
School Districts, School Role, *School Surveys,
Tables (Data), *Technical Education, *Vocational Education

Identifiers-Indiana

Seventeen West Central Indiana school corporations cooperated in this study designed to provide them with information for decision making regarding vocational-technical education. Sources of information were varied and included school corporations records, State agencies, and surveys of secondary teachers, a sampling of high school students, parents, chamber of commerce representatives, and the graduates of the class of 1965. The information from the surveys is self-re-1905. The information from the surveys is self-re-port data and is presented in a large number of tables, charts, and maps. Examples of all surveys and questionnaires are given and the responses are discussed in detail. Results are presented in the form of a generalized summary of the responses from parents, teachers, graduates and stu-dents. Trends and generalizations are indicated, and detailed analyses of the reports from each of the seventeen school corporations are presented. Seven basic areas of need were identified and eleven recommendations made covering the establishment and functioning of an area of Vocational-Technical Educational Services (BOVES). Community-based, school-based and other roadblocks to the development of the BOVES are briefly discussed. (DS)

CE 000 950 Maryland Career Development Project (K-Adult).

Career Exploration Model, Grades 7-9.

Baltimore City Public Schools, Md.; Maryland

State Dept. of Education, Baltimore.

Spons Agency—Bureau of Adult, Vocational, and Techn cal Education (DHEW/OE), Washing-

ton, D.C Pub Date 73

Note—67p.
EDRS Price MF-\$0.65 HC-\$3.29
Educatio

Programs, Grade 7, Grade 8, Grade 9, *Junior High School Students, *Models, Occupational Clusters, Program Administration, *Program Descriptions, Teaching Guides

Identifiers—*Career Exploration, Maryland Career Development Project Career exploration is a process through which individuals learn about the range of educational and career options available to them. The career exploration model described in the document was produced to unite a variety of programs, activi-ties, and procedures which have been used to ties, and procedures which have been used to facilitate career education primarily in Baltimore City and in Maryland. Intended for junior high school students, the program requires a planning committee composed of representatives from each subject area, the guidance staff, and the administrative staff. The program goals for the student are the development of self-awareness, of knowledge of job skills and level of competence, of social and communication skills, of decision of social and communication skills, of decision making skills, and of awareness of his own role in the world of work. The students will benefit from vicarious, simulated and hands-on experiences. They should first learn that many occupations are ned in occupational clusters, then explore several clusters. Teacher Guides in Physical Edu-cation, Science, Art, and Music contain sug-gestions of activities to emphasizes a certain career or job family in relation to the subject stu-died. Cooperative work experience programs, as well as descriptions of related portions of the career development program, are documented in the appendixes. (AG)

Project World of Work. Final Report. [Final Evaluation].
Unco. Inc., Washington, D.C.

Pub Date Jun 73

Note-120p.; For related documents, see CE 000 726 and CE 000 725; Some of the final pages of this document may not reproduce clearly EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Objectives, *Educa-tional Programs, Employment Problems, Failure Factors, Industrial Arts, *Industrial Education, *Objectives, Occupational Guidance, Persistence, *Program Evaluation, Success Factors, Work Experience, Work

Study Programs
Identifiers—Industriology, *World of Work
The evaluation of the Project World of Work implemented in the Contoocook Valley (Con-Val) School District, New Hampshire, uses the term "career education" as a synonym for Industriology, the science of industry, and the focal point of their program. Twelve management ob-jectives of the program are evaluated: desk study, development of goals and objectives, budget, fiscal procedures, evaluation, time sequence chart, job descriptions, information dissemination, needs assessment, inventory of equipment and materials, phase out of activities, and staff development. Three program objectives were ex-amined: industriology, work study/work ex-perience, and vocational guidance. Materials related to the program and to the evaluation are in-cluded in eight appendixes. The overall intent of the evaluation was to identify the successful ele-ments of the program as well as the unsuccessful elements. The external evaluation strategy consisted of external monitoring of project activities, multiple on-site visits requiring files audit, classroom visits, and interviews classed into four phases. It was concluded, among other observations, that the numerous changes in project staff had hindered efficient program function. (AG)

CG

ED 086 907

CG 008 241

Schoo, Philip H. The Optimum Setting for the Early Adolescent: Junior High or Middle School.

Note—23p.; Paper presented at the North Central Association Meeting, 25-29 March 1973,

Chicago, Illinois EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Curriculum Develop-ment, Grading, *Junior High Schools, Junior High School Students, *Middle Schools, *Review (Reexamination), *School Organization, School Size

This discussion of what constitutes the optimum school organization for early adolescents includes a review of the following questions: (1)

what critics say about schools for early adolescents?; (2) what does research indicate about the physical, social, and emotional growth of early adolescents?; (3) what is the most appropriate size of a school for early adolescents?; what grades should be housed in a school for early adolescents?; and (5) what type of curriculum should be offered to early adolescents? The review reveals that the two school settings are more similar than different in terms of practice, that implementation of the middle school concept exists more in ideal than in reality in either type of grade organization, and that research in physiological and sociological areas cannot be used to support either grade organization upon rational, empirical grounds without quoting con-flicting evidence. (Author)

CG 008 242

Schroder, H. M. Schutzius, Robert A Concept Training Model for Academic Curriculum Development. Pub Date May 73

Available from—21p.; Paper presented at the American Personnel and Guidance Association, 23-27 May 1973, Atlanta, Georgia EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-College Students, *Concept Formation, *Curriculum Development, Information Processing, *Information Seeking, *Models, Program Descriptions, *Social Problems,

Speeches, Theories
The authors present an educational method based on Information Processing Theory that utilizes student information search and concept for-mation as a foundation for writing reports on selected real world problems. The method requires the development of a data library which contains information (e.g., financial, economic, social, political) relevant to the participating disciplines. Students work problems by submitting written questions to retrieve data. In addition students develop an information system relevant to their own career planning. This report covers theoretical foundations, description of an operational program and evaluation of the first full year of operation. Concept Training Students (substituting 50 percent reduction in contact hours with problem laboratory work) equalled a matched group of students in the regular program in the acquisition of knowledge, and showed a significantly greater increase in conceptual ability and motivation. (Author)

ED 086 909

CG 008 250

Rasche, Lois M. And Others

Training Non-Counselor Professionals in the Application of Basic Counseling Principles. Pub Date Apr 73

Note—11p.: Paper presented at the American Personnel and Guidance Association Meeting, 15-19 April 1973, St. Louis, Missouri EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, *Counselor Training, Empathy, *Helping Relationship, *Interpersonal Competence, Medical Stu-

dents, Speeches, *Training
Immediately before and after taking a course
on the physician-patient relationship, 102
sophomore medical students were measured on their preference for using understanding respontheir preference for using understanding responses in a hypothetical patient interaction simulated by on objective test. Sixteen of these students were also rated on their use of understanding responses in an actual patient interview. A comparison of the pre- and post-measurement showed that students could identify an understanding response on a paper-and-pencil-test as well as make understanding responses in an actual interview situation to a significantly greater degree view situation to a significantly greater degree after having taken the course on the physicianpatient relationship. This response type was com-pared to evaluative, reassuring, hostile and prob-ing responses. All of these decreased as a function of the course, except the probing response which showed an increase in quality level. Implications for the training of students in a variety of service professions are discussed. (Author)

ED 086 910

CG 008 256

Victor, James B. Peer Judgments of Teaching Competence as a Function of Field-Independence and Dogmatism. Pub Date 73

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, *Dog-matism, Effective Teaching, *Interpersonal Relationship, Research Projects, *Teacher Characteristics Identifiers—*Hidden Figures Test, Rokeach Dog-

m Scale

mattsm Scale
The first aim of this study is to see whether
high dogmatic and field dependent measures,
taken together, are related to being liked by
others in a teaching situation. The second aim is
to develop a reliable sociometric measure of peer
judgement that would tap the interpersonal domain within the context of professional duties. The Hidden Figures Test (Jackson, Messick and Myers, 1964) and the Dogmatism Scale (Rokeach, 1960) were administered to 50 master degree candidates for an intern training program for teachers of emotionally disturbed children. After one semester, sociometric data was col-lected. Results show that field-independence and dogmatism, when considered in concert, provide useful information concerning those teachers who are viewed positively by their peers. Interns with the particular combination of high dogmatismfield dependent scores were chosen less frequently by their peers, while those who scored low dogmatism-field dependent were chosen more often. (Author/RWP)

ED 086 911

CG 008 259

Galassi, John P., Ed.

Proactive Groups.

West Virginia Univ., Morgantown. Dept. of Counseling and Guidance.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date May 73

Note-44p.

Available from—John P. Galassi, Student Coun-seling Service, West Virginia, Morgantown, West Virginia 26505

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Counseling Services, Feminism, *Group Counseling, Leadership Training, Marriage Counseling, Negro Students, *Proprint dents, *Program Descriptions, Development, *Student Needs

Identifiers—*Assertive Training, College Self Ex-pression Scale, Suinn Test Anxiety Behavior Scale

Several authors describe group counseling programs provided by a university counseling center to meet student needs for developing interper-sonal communication skills and self-assertion behavior. In response to these needs, the counseling center provided personal growth groups, a proactive black group, a women's group, a marriage growth group, and a leadership training workshop. In an evaluation of nonassertive students' reactions to an assertive training program, the authors used video feedback and the College Self Expression Scale to conclude that nonassertive students who have not sought counseling and who expressed no need for behavior change reacted favorably to an assertive training outreach program. The report concludes with a study on group treatment of test anxiety in col-lege students by paraprofessionals. (Author/LAA)

CG 008 265

Eliner, Melvyn Bernstein, Arnold The Frustration-Aggression Hypothesis and

Depression. Pub Date May 73

Note—19p. EDRS Price MF-\$0.65 HC-\$3.29

*College Students, *Psychological Patterns, Reactive Behavior, *Research Projects, Self Control,

Speeches

Specenes Depressed and nondepressed college students were frustrated in an incentive task utilizing a nonreward technique. Matched controls undertook a similar task in which the frustration dertook a similar task in which the frustration condition was absent. Subjects were 127 undergraduate psychology students. Pre- and post-test measures of hostility and depression were obtained. The Beck Depression Inventory, The Hostility and Depression Scales of the Today Form of the Multiple Affect Adjective Check List and the Digit Symbol subtest of the Wechsler Adult Intelligence Scale were used as measures. It was found that frustration increased both depression and hostility in the nondepressed subjects but not in the depressed subjects. The findings suggest that there is a significant positive correla-tion between depression and hostility. (Author)

ED 086 913

CG 008 275

Wodarski, John S. And Others ocial Group Work with Anti-Social Children: An Empirical Investigation of the Relevance of Pro-

Empirical Investigation of the Relevance of Programming.

Washington Univ., St. Louis, Mo.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date May 73

Note—26p.; Paper presented at the American Orthopsychiatric Association, New York, New York, May 1973

EDRS Price NF-50.65 HC-\$3.25

Descriptors April Scalad Behavior Applications

Descriptors—*Anti Social Behavior, *Behavior Change, *Delinquency, Delinquency Prevention, Group Activities, Program Descriptions, *Program Effectiveness, *Research Projects, Social Work

This paper evaluates the extent to which certain program activities such as discussion activi-ties, "it" games, group games, swimming, arts and crafts, special events, written activities, or transitional activities measurably decrease anti-social and non-social behavior among anti-social children and, likewise, increase the incidence of social behavior among such children. Variables such as subjects' age category (children vs. youth), extent of worker training (trained vs. un-trained), treatment method (social learning, traditional group work, or group-centered), and the mode of group composition (anti-social children only, pro-social children only, or pro-social children plus an anti-social child) were evaluated in terms of their effects on the choice of activities by workers and the behavior of the children. Subjects were boys ranging in age from 6 to 18 Results point to the efficacy of recreationallyoriented group treatment methods for anti-social children and to the relative undesirability of highly verbal insight therapies. (Author)

ED 086 914 CG 008 276

Woolley, Dale

Progress Report: Pupil Personnel Services.
Newport-Mesa Unified School District, Newport Beach, Calif. Pub Date Jul 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Counseling Effectiveness, Guidance Objectives, *Guidance Services, *Management Education, *Program Development, *Program Evaluation, *Pupil Personnel Services, School Districts, Staff Improvement, Student Personnel

Programs Identifiers—*Accountability

The Newport-Mesa Unified School District has developed an innovative approach to the organization and administration of Pupil Personnel Services. This approach reflects the Statement of Educational Principles and the Management and Operations Principles of the District which emphasize results--from which reasonable student progress can be demonstrated. The District's Pupil Personnel Services programs, made up of counselors, psychologists, and managers, work toward these results by the use of both interventive methods--helping young people with special problems--and preventive methods--helping to prevent students from developing problems that could interfere with their ability to make reasona-ble progress. The results management approach to Pupil Personnel Services places emphasis on the school setting priorities regarding the school needs to which pupil personnel resources should be allocated. This priority setting process may indicate, in some situations, that certain results to which the school is not now allocating resources are of high priority and should have resources al-located to them. This, in turn, may require that pupil personnel specialists develop new skills and knowledge in order to contribute these new results. Inservice training is being provided both at the District and at the school level to help staff develop these new skills. (Author)

ED 086 915 Hines, Patricia CG 008 310

Social Competence and Incompetence: A Comparison of Conversational Content and Style.

Pub Date 73

Pub Date 73
Note—17p.: Paper presented at the Western
Psychological Association, 1973
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Anxiety, *Behavior Patterns, *College Students, *Dating (Social), Interaction,

*Interpersonal Competence, Males, *Social Behavior, Social Maturity This paper reports data from two studies on the

behavioral assessment of social competence college males which look at how well the male in-itiates interaction with a female in a "boy meets girl" situation. The goal is to determine the types girl stuation. The goal is to determine the types of social behavior which will differentiate between a group of anxious, non-dating, or low social-competence, college men (LSC), and a group of non-anxious, socially active, or high social-competence college men (HSC). The first study examined behaviors associated with social delivery such as eye contact, pauses, and amount of talking. The second study looked at stylistic behaviors associated with social manner such as self-disclosure, use of verbal reinforcements, and the type of content used within a social interaction. The studies employed several levels of as-sessment in the definition of social competence, ranging from self-report to peer rating to direct observation of behavior. The subjects were 35 unmarried male undergraduates. Group differences on the behavioral measures of social competence suggest that the latency or timing and length of social responses tend to discriminate behavioral measures of social competence suggest that the latency or timing and length of social responses tend to discriminate behavioral measurements. and length of social responses tend to dis-criminate between HSC and LSC subjects. None of the stylistic or content measures coded on the male subjects' behavior are able to discriminate significantly between LSC and HSC groups. (Author)

ED 086 916

CG 008 468

Gruver, Gene Gary Student Development Laboratory Groups: A Short

Survey. Pub Date Apr 73

Note—11p.; Paper presented at the Eastern Psychological Convention, 14 April 1973, Anaheim, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Curriculum Development, *Group Experience, Instruc-tional Innovation, *Laboratory Training, Program Development, Speeches, *Student Development, Surveys, *Teaching Methods In a description of two kinds of undergraduate

courses involving development groups, the differentiates between one course format that alternates a lecture-laboratory approach and one that makes no distinction between lecture and laboratory components. Both categories, cover a laboratory components. Both categories, cover a variety of cognitive material such as personality theory, general psychology, therapeutic technique, family relationships, and marriage. Most groups use a modified sensitivity group or therapeutic approach, but role playing, autobiographics, journals, interviewing other and fantasy trips constitute supplemental techniques. While the purposes of the groups range from enhancing self-awareness to improving specific behavior, all groups share some commonalities: behavior, all groups share some commonalities:

1) students receive credit for taking the course;

2) students must learn specific course content; and 3) students use direct observation of their behavior as a point of departure. own (Author/LAA)

ED 086 917

CG 008 495

Hemmer, Joan D. And Others.
Collaboration: Experiences in Changing the Behavior of Female Behavior Changers. Pub Date Aug 73 Note-36p.; Paper presented at the American

Psychological Association Meeting, 27-30 August 1973, Montreal, Quebec, Canada EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.05 HC-35.27
Descriptors.-*Behavior Change, College Students, Community Development, Conflict,
*Females, Feminism, *Psychology, Self Evaluation, *Sex Discrimination, *Social Problems, Symposia

In response to the inflexibility and inadequacy of counseling psychology, research methodology, and the psychology of women, the panel pursued four objectives: (1) to investigate psychological and political transformations of women in the change process; (2) to view women's outlooks which lend to anter willingtion of palest (3) to which lead to under-utilization of talent; (3) to challenge parametric research tools for social is-sues, and (4) to present an evaluation methodolo-gy. Norma Gluckstern and Joan Hemmer engy. Norma Gluckstern and Joan Hemmer en-courage students to challenge social policies which limit opportunities, as well as achievement, for women. Barbara Turner notes that percep-tions of discrimination vary widely among college women and relate to demographic and developmental variables. Joan Bean reveals that sexism and bias exists in parametric research and in the psychology of women. Margaret Mehta evaluates Project Self, a key component in the re-entry process into higher education for women. Two discussants, Pat Sackrey and Margaret He Huyck, respond to these issues. (Author/LAA)

CG 008 583

Kagan, Norman Influencing Human Interaction--Eleven Years With IPR. Pub Date 73

Note-49p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Training, *Developmental Tasks, Graduate Students, *Instructional Films, *Interaction Process Analysis, Interpersonal Relationship, Methods Research, Pro-gram Descriptions, *Teaching Methods nterpersonal Process Recall

The author describes an instructional film program for counselors-in-training that employs a teaching strategy based on the principle of coun-selor therapist developmental tasks. The tasks are specific enough for the majority of students to grasp the concept or learn the skills, yet are not so finite as to be of dubious relevance to the complex dynamic behavior of counselor or therapist as a positive influence in human interaction. The general teaching strategy to implement the tasks has evolved as a sequential progression of lessons beginning with a didactic presentation of concepts, followed by simulation exercises, in-terpersonal affective stress, video and physiological feedback, study of self in-action, feedback from clients and, finally, understanding of and skill at dealing with the complex bilateral impacts which occur when two people are in relationship with each other; in general, from specific skills to complex interaction, and from low to high anx-iety tasks. (Author/RWP)

ED 086 919

CG 008 591

Proper and Improper Use of Drugs by Athletes. Hearings Before the Subcommittee to Investigate Juvenile Delinquency. Congress of the U.S., Washington, D.C. Senate

Committee on the Judiciary.

Pub Date 73 Note-867p.

EDRS Price MF-\$0.65 HC-\$29.61
Descriptors—*Athletes, Conference
Delinquency, *Drug Abuse, *Drug Education,
Drug Legislation, *Investigations, *Medical Research

These hearings on the proper and improper use of drugs by athletes before the U.S. Senate Sub-committee to Investigate Juvenile Delinquency include testimonies by athletes, trainers, physicians, researchers, and representatives of national athletic associations; supplementary articles on drugs; extensive information on drugs used and abused by athletes; a glossary of drug-related terms; and a bibliography on drugs and their abuse. (LKP)

ED 086 920

CG 008 592

The Role of Counseling and Guidance in a Com-prehensive Career Education Delivery System: An Exploratory Study.

Northwest Regional Educational Lab., Portland, Oreg. Agency-National Inst. of Education (D-

HEW), Washington, D.C. Pub Date Feb 73

Contract-OEC-4-7-062871-3059

Note—172p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Career Planning, *Counseling Services, *Guidance Services, *Manpower Needs, *Professional As-sociations, Research Projects, Student Needs, Vocational Development This three-part exploratory study involves the

following interrelated facets of evolvement and implementation of career education counseling and guidance: (1) current practices and analysis of implications for career education guidance and counseling; (2) sources of manpower projections; and (3) involvement of professional associations in development of career education counseling and guidance. To identify current practices and relate them to concepts and designs of career education, the study interviewed 238 counselors, teachers, and administrators from all school levels as well as public social agencies. A survey of 126

industries to assess the availability and com prehensiveness of manpower projections disclosed the inadequacy of information for educational planners, counselors, and individuals making career decisions. Recognizing that the involvement and support of professional organizations and their membership is essential in the developand their membership is essential in the develop-ment, implementation and assessment of effective career education counseling and guidance prac-tices, the third part of the study explored two approaches for (Author/LAA) gaining their

CG 008 594

Corman, Louise Budoff, Milton

IQ And Learning Potential Measurements of
General Intelligence: A Comparison of Relation-

Research Inst. for Educational Problems, Cambridge, Mass.

bridge, Mass.

bons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.;
National Inst. of Mental Health (DHEW), National Inst. Rockville, Md.

Pub Date Sep 73 Grant—OEG-O-8-080506-4597

Note—20p.; Studies in Learning Potential, v3 n55 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Elementary School Students, *Intelligence Quotient, Intelligence Tests, *Learning Processes, Nonverbal Learn-*Psychometrics, Research Projects, *Train-

ing, Verbal Learning Identifiers—Kohs Block Designs, *Raven Progressive Matrices

This paper summarizes data comparing the correlation patterns of psychometric, social, and demographic variables with intelligence quotient (IQ) and learning potential (LP) scores derived from the Kohs Block Designs and Raven Progressive Matrices procedures. The sample consists of educable mentally retarded special class and institutionalized students ranging from 7 years of age. These studies attempted to deteryears of age. These studies attempted to determine demographic and psychometric factors that account for significant portions of variance in scores on the Kohs and Raven problems before and after training, and to compare these factors with those related to scores on the Stanford-Binet IQ Test. With all variables partialled out, verbal and nonverbal IQs and demographic factors reflective of higher socioeconomic status predicted pretraining score. Pages coincil class predicted pretraining score. dicted pretraining scores. Race, social class variables, and verbal IQ did not relate to post-training scores. (Author/LAA)

Shapiro, Deane, Jr. Shapiro, Johanna
The Psychology of Zen. (The Role of Zen in Counseling: Intervention Strategy and Preventive

Pub Date Feb 73

Note—93p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California EDRS Price MF-\$0.65 HC-\$3.29

brs Price M1-30.63 HC-35.69 escriptors—Attention Control, *Counseling, Intervention, Prevention, *Psychology, *Religion, Self Control, Speeches, *Theories, *Therapy

Identifiers-*Zen Buddhism

This paper explores the values, techniques, and philosophy of the eastern religion of Zen Buddhism. Like other therapeutic systems, Zen techniques are based upon both personality theory (conception of man) and therapeutic goals (conception of who man can become.) The paper first gives a brief overview of Zen's personality theory: who man is; who man can become. The second section of the paper investigates Zen's conception of disease etiology and therapeutic goals. The third section discusses techniques of meeting therapeutic goals. The final section explores ways in which the western counselor and techniques to contemporary problems. (Author)

ED 086 923

CG 008 612

Budoff, Milton Corman, Louise
The Effectiveness of a Group Training Procedure
on the Raven Learning Potential Measure with
Children from Diverse Racial and
Socioeconomic Backgrounds.

Research Inst. for Educational Problems, Cambridge, Mass.

orioge, Mass.
pons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Div. of Research.; National Inst. of Education
(DHEW), Washington, D.C.

Grant-NE-G-00-3-0016; OEG-0-8-080506-4597 Note-15p.; Studies in Learning Potential, v3 n58 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Elementary School Students,
"Group Instruction, "Learning Processes, Nonverbal Ability, Nonverbal Learning, Program
Effectiveness, "Racial Differences, Research
Projects, "Socioeconomic Background, "Training Techniques
This study determined the effectiveness of a
group training procedure in improving performance of intellectually average students on the
Raven Learning Potential measure, and examined
the differential effectiveness of training by race

ravel Learning Potential measure, and examined the differential effectiveness of training by race and social class. The sample of 379 second through fifth graders, half of whom were black, were pretested on Raven's Coloured Progressive Matrices, randomly assigned to trained or non-trained groups, and posttested on the Raven test. Multiple regression analysis on posttest scores indicated that trained students improved their non-verbal reasoning ability more than nontrained students and that training was equally effective with black and white children. Middle class children were found to benefit more from training than lower class children. (Author)

ED 086 924

CG 008 615

Corman, Louise Budoff, Milton A Comparison of Group and Individual Training Procedures on the Raven Learning Potential

Research Inst. for Educational Problems, Cam-

bridge, Mass.

pons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73 Note-9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Cost Effectiveness, Elementary School Students, *Group Instruction, *Individual Instruction, *Learning Processes, *Measurement Instruments, Per-formance, Research Projects, *Training

Techniques
Identifiers—*Raven Progressive Matrices
This study compared the effectiveness of a
training procedure involving groups of elementary
school students to an individualized training
procedure, both of which utilized the Raven
Learning Potential (LP) measure to assess improved performance. The development of a group training procedure using the Raven Progressive Matrices aimed at an increase in cost effective-ness. The study demonstrated the appropriateness of a group training procedure with the Raven LP measure where results of group training with in-tellectually normal children resembled those achieved through individual training. The signifiachieved through individual training. The signifi-cant interaction between training group and pretest score suggests that the individual training procedure may be more effective with lower IQ children since they are more likely than normal children to have low pretest scores. children (Author/LAA)

ED 086 925

GG 008 618
Greenberger, Ellen Sorensen, Aage B.
Educating Children for Adulthood: A Concept of
Psychosocial Maturity.

Psychosocial Maturity.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No-159

Pub Date Sep 73 Contract—NE-C-00-3-0113

Note—60p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, Individual Development, Interaction, Interpersonal Competence, *Maturation, Measurement Instrupetence, *Mater-petence, *Models, petence, "Maturation, Measurement Instru-ments, "Models, "Psychological Patterns, "Secondary Education, "Social Development, Social Psychology Identifiers—"Psychosocial Maturity

The authors construct a model of psychosocial The authors construct a mouel of psychosocial maturity which specifies measurable attitudes and dispositions in personal and social growth for secondary school students. Through integrating sociological and psychological views, the model outlines the following general dimensions of maturity relevant in all societies: (a) the capacity to function adequately on one; own: (b) the to function adequately on one's own; (b) the capacity to interact adequately with others; and

(c) the capacity to contribute to social cohesion. The authors then define nine attributes judged pertinent to these capacities in this society. The final sections of the paper discuss problems in the measurement of psychosocial maturity, describe the form of an instrument presently being devised, and suggest research uses of the instrument. (Author/LAA)

Holland, John 1

CG 008 620

Some Practical Remedies for Providing Vocational Guidance for Everyone. Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No-160 Pub Date Oct 73

Note—34p.; Paper presented at the Minnesota Statewide Testing Programs Meeting, 20 Sep-tember 1973. Minneapolis, Minnesota EDRS Price MF-80.65 HC-\$3.29

EDRS Price MF-30.65 HC-53.29
Descriptors—Career Education, *Guidance Services, High School Students, *Models, Occupational Guidance, *Program Descriptions, Student Needs, *Theories, *Vocational Counseling

After describing some current problems in vocational guidance and summarizing relevant knowledge and theory in the field, this paper presents some practical plans, materials, and ideas for providing more useful vocational assistance to people of all ages. The paper reviews such prominent vocational guidance approaches as vocational information and guidance systems, special programs for special populations, curricular materials, career education, and assorted assessment devices. The author believes that the understanding of careers requires both organizational and developmental strategies and models as bases for intervention. He employs stu dent assessment, environmental assessment, and environmental redesign to formulate a high school vocational program with the following components: (1) placement and work experience service; (2) translation service; (3) environ design service; (4) trouble-shooters; and (5) staff relationships. This plan can be easily modified for other age groups. (Author/LAA)

ED 086 927

CG 008 625

Karweit, Nancy L Rainy Days and Mondays: An Analysis of Factors Related to Absence from School. Johns Hopkins Univ., Baltimore, Md. Center for

the Study of Social Organization of Schools. Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C. Report No-162 Pub Date Nov 73

Grant-NE-C-00-3-0114 Note-106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Attendance Patterns, Environmental Influences, Research Projects, School Organization, *Secondary School Students, *Student Attitudes, *Student Behavior, *Student

School Relationship, Truancy
This paper presents an analysis of factors related to student absenteeism. Absenteeism, long utilized in industrial and business settings as an indicator of employee adjustment and satisfac-tion, is suggested as a similar indicator in studying the school as an organization. Characteristics of absence as a variable are explored. The influences of various factors are studied--daily events such as bad weather and school activities, and long term influences such as a student's attitude toward school and involvement in school. The paper concludes with some suggestions for addressing the absenteeism problem. (Author)

ED 086 928

CG 008 631

Mayeske, George W. And Others
A Study of the Attitude Toward Life of our Na-

tion's Students.
Office of Education (DHEW), Washington, D.C. Report No-DHEW-OE-73-01700

Pub Date 73

Note-102p. Available from-Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01146 HC-\$2.15)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement, *Family Background, Life Style, Minority Group Chidren, *Research Projects, School Environment, *Student Attitudes, Success Factors, *Values

The purpose of the present study was to deter-The purpose of the present study was to deter-mine: (1) How much the development of a stu-dent's attitude toward life was affected by dif-ferent aspects of his achievement and family background; and (2) How the part played by these factors compared with that played by different aspects of the school he attended. We con-structed an index that reflected the student's attitude toward life. A High score on this index demoted in the importance of hard work rather than luck as an ingredient in success, and in the availability of education as a means to a better life. It also measured the student's belief that people like himself had a chance to get ahead without sacrificing their personal identity or in-tegrity. The principal finding was that the highest scores on this index were obtained by students who were white. Next highest were Oriental-American students, followed by Negroes, Indians, and Mexican-Americans in a tie for third place. Puerto Ricans last. In studying differences among individual students, we found that the family background, achievement, and school factors played a greater role in the attitude toward life of minority group students than in that of white students. The student body's attitude toward life was more important than any school characteristic.

ED 086 929

CG 008 632

McArthur, Leslie A.
Some Implications of Observer Attribution Biases for Psychological Theory and Practice. Pub Date Nov 73

Note—17p.; Paper presented at the New England Psychological Association Meeting, November

1973, Boston, Massachusetts EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Bias, Environmental In-fluences, Individual Differences, Literature Reviews, *Observation, Physical Charac-Reviews, *Observation, Physical Characteristics, *Psychologists, Psychology, Speeches,

The author reports research documenting the tendency for actors to attribute their own behavior to external causes while observers at-tributed the same behaviors to the internal disposition of the actor. Psychologists, like other observers of behavior, may have a bias toward attributing an actor's behavior to internal causes, and their inferences about the causes of behavior may be most vulnerable to this observer attribu tional bias when the actor's behavior is very novel, or the actor's physical appearance is rela-tively atypical. Psychologists' inferences may be least vulnerable to observer attributional bias when the actor's behavior is rather unobtrusive or the actor's environment is particularly salient to the observer psychologist. (Author/LAA)

ED 086 930 CG 008 638 Orthner, Dennis, Ed. Sprenkle, Douglas, Ed. Graduate Programs in the Family: Student Per-

spectives.
National Council on Family Relations, Min-

neapolis, Minn.
Pub Date Sep 73
Note—61p.; Second edition
EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-\$3.29

Descriptors—Faculty Evaluation, *Family (Sociological Unit), Family Programs, Fellowships, Graduate Student, *Graduate Student, Placement, *Program Descriptions, *Program Evaluation, *Student Developed Materials, Student Openion *Family

dent Opinion

This booklet attempts to provide prospective graduate students with information written by students already pursuing degrees in the universities that offer graduate study of the family. In addition to general descriptions of programs, the booklet discusses such issues as faculty availability and concern for graduate students, the general orientation of the programs (research, teaching, counseling, etc.), the opportunity for students to shape their own programs, department morale, availability of fellowship and assistantships and the service they involve, the marketability of the the service they involve, the marketaonity of the degree, faculty assistance in placement, the type of placement, and the advantages and disadvantages of the program. The booklet also contains lists of faculty and their interests and department addresses. (Author/LAA)

ED 086 931

CG 008 640

Pulvino, Charles J., Ed.

Summer Workshop in Counseling and Guldance.

1971, 1972, 1973.

Wisconsin Univ., Madison. Dept. of Counseling

and Guidance.

Pub Date 73

First through Third Annual Note-294p.; Workshop Symposium Report EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-30.05 HC-376.7

Descriptors—*Administrative Policy, Counseling, Counselor Training, Educational Accountability, *Group Counseling, *Individual Counseling, Skill Development, *Supervisory Methods, Vocational Education, *Workshops

This the post transport course a series of three

This three-part report covers a series of three workshops which were designed to provide an opportunity for practicing school counselors to improve present skills, to become familiar with new prove present skills, to become familiar with new counseling strategies, and to increase proficiency in administering services they provide to their constituents. The first workshop focuses on in-dividual counseling strategies while the second workshop emphasized the use of small groups in counseling, with particular attention to vocational educational materials and programs. The emphasis of the third workshop was upon the use of administrative and supervisory strategies in counsel-ing and guidance, stressing systematic approaches to accountability and evaluation. Procedures em-ployed included large group lectures, audio-video presentations, panel-discussions, small group methodology, and role modeling techniques. (Author/LAA)

ED 086 932

CG 008 642

ED 086 934
Sabatino, David A.
Neglected and Delinquent Children.
Wilkes Coll., Wilkes-Barre, Pa. Educational

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg.

Pub Date 73 Note-244p.

Descriptors—*Child Welfare, Corrective Institu-tions, *Delinquent Identification, Delinquent tions, "Delinquent Identification, Delinquent Rehabilitation, Delinquents, Educational Pro-grams, "Environmental Influences, "Maladjust-ment, "Measurément Instruments, Models, Problem Children

This report summarizes the mass of information dealing with delinquent and neglected children. The first chapter discusses characteristics that identify neglected and delinquent youth with an emphasis on social and emotional maladjustment. The second chapter reviews cultural and environ-mental factors related to delinquency. The author investigates the effects of maternal deprivation, institutionalization, and affective neglect in terms of the quality of mothering provided. In the third chapter, the author evaluates 16 instruments used in the diagnosis and assessment of delinquent behaviors. Behavioral modification, behavioral conditioning, interventions within the public schools, and institutional token systems constitute behavioral management treatments applied to neglected and delinquent youth as discussed in Chapter Four. Chapter Five describes current models of educational management, and the final chapter delineates implications and suggestions for work with neglected and delinquent children. (Author/LAA)

ED 086 933 CG 008 644

Werts, Charles E. Watley, Donivan J.
Paternal Influence on Talent Development.
National Merit Scholarship Corp., Evanston, Ill.

Pub Date 70
Note—18p.;NMSC Research Reports, v6 n4
Available from—Research Division, National
Merit Scholarship Corporation, 990 Grove
Street, Evanston, Illinois 60201
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Achievement, Cocurricular Activities, College Freshmen, "Fathers, "Occupations, Parent Child Relationship, "Parent Influence, Research Projects, Skill Development, "Talent Development
A sample of college freshmen (N§127,125)

A sample of college freshmen (N§127,125) was grouped by father's occupation. Fathers' oc was grouped by latter's occupation. Fathers oc-cupations were then compared in terms of the probability of the sons and daughters having at-tained various types of achievements--scientific, artistic, oral-leadership, musical, and literary--in high school. The results indicated that sons and daughters excel in particular skills which the father uses in his occupation. (Author)

ED 086 934 CG 008 648

Zimmerman, Joe

It it's What's Inside that Counts, Why Not Count
It? I: Self-Recording of Feelings and Treatment
by "Self-Implosion."
Pub Date 73

Note-23p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Behavioral Science Research, *Behavior Change, *Behavior Theories, Extinction (Psychology). *Imagery, *Individual Power, Operant Condi-tioning, Reinforcement, Research Projects, tioning, Reinto *Self Evaluation

"Self Evaluation
Identifiers—"Self Implosion Therapy
This paper illustrates the potential of people to know themselves and to utilize self-change procedures. The author describes attempts by three individuals to monitor their aversive feelings through recording the daily frequencies of these feelings. The frequencies then serve as an inner behavior baseline against which they assess the effect of self-implosion, a treatment process for aversive feelings that exposes the client to highly aversive stimuli via imagery leading to the eventual extinction of aversive feelings. ing to the eventual extinction of aversive feelings. Each individual continued to record frequency of feelings, both during and following the treatment period. The results suggest that persons can modify their own behavior through a systematic personal-management approach which need not be limited to a clinical relationship, behaviors that can be observed by others, or the use of strictly operant-reinforcement procedures. (Author/LAA)

CG 008 649 American Families; Trends and Pressures, 1973.
Hearings Before the Subcommittee on Children and Youth of the Committee on Labor and

Public Welfare.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare. Pub Date Sep 73

Note-462p Available from-U.S. Government Printing Of-

fice, Washington, D.C. 20402 (HC-\$3.50) EDRS Price MF-\$0.65 HC-\$16.45 Descriptors—Ancillary Services, *Child Rearing, Employment, *Family Life, *Government Role, Housing, Institutions, *Policy Formation,

Housing, Institutions, Taxes, Welfare, *Youth

Identifiers—*Congressional Hearings
This report contains the processings of three days of subcommittee hearings examining the in-fluence that governmental policies have on American families. In order to look at the pressures and trends affecting American families, the hearings studied governmental policies in areas such as work, institutionalization, mobility, taxes, such as work, institutionalization, mobility, taxes, welfare, housing, and support services. The sub-committee seeks to identify and make changes in arbitrary policies that place hardships on families with children to develop policies that provide alternative ways of strengthening families, and to determine how to provide more options for families. The report includes statements from the follies. The report includes statements from the fol-lowing speakers: Vincent Barabba, Andrew Billingsley, Harvey Brazer, Urie Bronfenbrenner, Robert Coles, Gunnar Dybwad, Sophie Engel, William Genne, Chris Hobgood, James McHugh, Margaret Mead, James O'Toole, George Wil-liams, and Edward Zigler. Several Relevant articles, charts, and tables accompany the report. (Author/LAA)

CG 008 654

Hasse, Richard F. DiMattia, Dominic J.

The Effect of the Spatial Environment on the Conditionability and Transfer of Verbalizations.

Bridgeport Univ., Conn. Coll. of Education; Massachusetts Univ., Amherst. School of Education

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-I-A-001 Pub Date 74 Grant—OEG-I-71-0009(509)

-31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conditioning, Environment, Environmental Criteria, *Environmental Influences, Interpersonal Relationship, *Operant Conditioning, *Research Projects, Response Mode, *Self Concept, *Verbal Operant Conditioning

Because spatial environment plays an important role in regulating human behavior, the environ-mental conditions of room size, furniture arrangement and interpersonal distance were systemati cally varied and studied with 54 male undergrad-uates for their ability to influence the verbal operant conditioning of positive affective self-

reference statements. Two separate studies conducted in disparate geographical locations pro-vided evidence confirming the importance of en-vironmental features in the conditioning process. Findings suggest that room size is of prime consideration, with larger rooms enhancing the con-ditioning process while smaller rooms tend to in-hibit it. Evidence was also found for the transfer of conditioning to certain paralinguistic features of the subjects' behavior. (Author/CJ)

ED 086 937 CG 008 655

Harris, Paul W. And Others
Change and "Academic Illness": Some Implications for the Prediction of College Grades. Pub Date Oct 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Academic Achievement, Adjustment (to Environment), Behavior Change, *Changing Attitudes, *College Freshmen, Grade Point Average, *Predictor Variables, *Research Projects, Values

This paper describes the value of life change as a nonintellectual predictor of college grades. A correlation was sought between the amount of correlation was sought overeit the amount of change experienced and grade point average (GPA) accumulated by students during their freshman year. Three hundred freshmen were evenly divided into low, medium, and high academic risk groups as indicated by college enacademic risk groups as indicated by college en-trance examinations. Fisher's t test on life change totals revealed that low GPA subjects in each group had experienced significantly greater amounts of change. Significance levels were .05 for the low risk group and .01 for the medium and high risk groups. These results indicate that life change warrants additional study and holds promise of being a nonintellectual variable with which to supplement existing methods of predict-ing college grades. (Author) ing college grades. (Author)

ED 086 938

CG 008 656

Kauffman, Earl Aging and the College Curriculum.

Pub Date 23 Apr 73 Note—19p.; Paper prepared for the Aging and the College Curriculum Workshop, West Vir-ginia commission on Aging, Univ. of West Vir-

ginia (23 April 1973) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3.2.29
Descriptors—*Adult Education, *Adult Students,
*College Programs, Community Programs,
*Educational Programs, Older Adults, Program
Descriptions, Retirement, *Senior Citizens
This paper focuses on the increasing number of

senior citizens currently on college campuses. The author discusses some special programs made available by several universities to retirees who return to school. These programs offer spe-cial scholarships, counseling services, and seminars. Some of the universities specifically mentioned are the University of Kentucky, the University of Connecticut, the University of New Hampshire, the University of Vermont, the University of Rhode Island, the University of Oklahoma, Utah, and Oregon State. The author also includes a section of off-campus programs that are sponsored by city or county boards of education. (RWP)

CG 008 657 Kauffman, Earl

School Bells are Ringing for Grandparents. Pub Date May 71

Note-17p.; Paper presented at the Pre-Retirement Conference, 6 May 1971, Greensboro,

North Carolina EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Continuing Education Centers, Continuous Learning, *Educational Programs, Individual Development, *Morale, Older Adults, Retirement, *Senior Citizens, *Speeches

The major premise of this paper is that morale in retirement is achieved through involvement in in retirement is achieved through involvement in intellectual, social, and physical experiences which are meaningful to the person and his social milieu. The paper posits that these experiences are to be found in continuing education. Presented are 12 hypotheses dealing with old age and the process of aging. Included are descriptions of three operational systems for delivering educational programs to older adults, and reaction statements from people involved in these programs. (Author/LKP) ED 086 940 CG 008 658

Kauffman, E Continuing Education for the Aging. Rhode Island Univ., Kingston.

Pub Date May 70

Note—13p.; Paper presented at the Advanced Seminar on Aging, New England Ctr. for Con-tinuing Education, 5 May 1970, Kingston, Phode Libert 2019, 1970, Kingston,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Age, Literature Reviews, Older Adults, *Personal Adjustment, *Retirement, *Senior Citizens

This paper develops the thesis that high morale among older people; i.e., a state of cheerfulness, confidence, and zeal; is achieved through intellectual, social and physical involvement in ex-periences which are meaningful because they are personally satisfying and socially relevant. It is as-sumed without further elaboration that high morale is the major goal all gerontologists seek to achieve. The major premise upon which the thesis rests is that the criteria for evaluating the personal and societal consequences of involvement are rooted in the value system of prevailing culture. A corollary to this premise postulated that such value systems are capable of modification in the presence of identifiable, manipulatable forces. Except for a brief preview of major value deter-minants affecting older people in our contemporary culture, the major thrust of this paper is devoted to the formulation of operational concepts which, hopefully, will prove useful to "geronto-minsters" and "geronto-leaders" in the
formulation of strategies necessary to achieve
high morale among the people they serve.

ED 086 941 CG 008 659

Kleve, Gerald L. And Others

Career Education in the Elementary School.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Spons Agency—Bureau of Elementary

Secondary Education (DHEW/OE), Washington. D.C Pub Date 74

Note-84p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Objectives, *Elementary Education, *Elementary School Guidance, Guidance Programs, ary School Guidance, Guidance Programs,
Program Content, *Program Descriptions,
*Publications

Identifiers—*Elementary and Secondary Educa-tion Act Title III, ESEA Title III

This monograph attempts to answer some of the most commonly asked questions concerning career education: (1) What is career education?; (2) Why do we need career education?; (3) When and where does career education take place?; Also outlined are the goals of elementary education and how the development of career education awareness can fit into an elementary school curriculum. Some career awareness activities are included, as well as a discussion on career awareness and elementary school guidance in perspective, descriptions of some exemplary career education projects, and a selected career education bibliography. (LP)

ED 086 942 Ruben, Ann G. CG 008 661

Improving Teacher-Student Relationships Through Small Discussion Groups.

Pub Date 71 Note-9p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Group Discussion, *Group Dynamics, Problem Solving, *Reinforcement, *Research Projects, Student Behavior, *Student Teacher Relationship, Teacher Attitudes, Teacher Education, *Teacher Improvement

To give teachers help in understanding themselves better and in relating more positively to their students, small discussion groups were organized to provide maximum opportunities for teachers to express thoughts and feelings about themselves and about problems they were facing in the classroom that prevented them from relat-ing positively to their students. Through group ing positively to their students. Inroying group dynamics, the teachers gained support from each other as they helped each other problem-solve. A comparison of the pre-test and post-test scores on the Minnesota Teachers Attitude Inventory revealed significantly changed scores in a positive direction for teachers who participated in this business represents the whole of the property of the proper learning experience. (Author)

ED 086 943

CG 008 662

Shapira, Rina Attitudes Toward Israel Among American Jewish

Center for Urban Education, New York, N.Y.

Note-19p.; Center for Urban Education Occasional Papers

Available from—Center for Urban Education, 33 West 42 St. New York, New York 10036 (HC-\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Attitudes, *Family Influence, Family Life, Group Unity, *Jews, Nationalism, *Religious Education, *Research tionalism, *Religious Edu-Projects, *Student Attitudes Identifiers—*Israel

This study examines the attitude of Jewish adolescents in an American metropolis toward the State of Israel. The study is designed to test two hypotheses: (1) that students who are exposed to a more intensive Jewish education tend to be more aware of Israel than those with a lesser exposure; and (2) that children from homes and/or schools with a more markedly Jewish atmosphere tend to feel a stronger tie with Israel. The subjects were 781 last-year students (12-14 years of age) who attended different types of Jewish schools in New York City. The major sources of information for the study included: an attitude questionnaire, a "knowledge of Israel" test, and a short intelligence test. Both hypotheses were supported by the data collected. (Author)

ED 086 944 CG 008 664 Educational Alternatives for Senior Citizens. Pub Date 74

Note—40p.; Proposed sub-project for funding under the provisions of Title I, Higher Education Act of 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Adult Education Programs, "Adult Students, "Continuing Education Centers, "Educational Programs, Educational Research, Retirement, "Senior Citizens

The Dallas County Community College District, in conjunction with Amarillo College, has been charged with establishing a task force to develop a comprehensive plan of educational alternatives for senior citizens in the State of Texas. This paper is a report on the subsequent proposals made by this task force. Using the goals of the Educational Report of the 1971 White House Conference on Aging, the main objective of the present plan is to provide senior citizens with meaningful learning experiences which will help them enjoy life. After an analysis of continu-ing education programs in Texas and other states and of demographic characteristics the following proposals are made: (1) that courses directed toward the elderly be administered by schools of continuing education; (2) that a full time director and coordinator of the proposed program designated; (3) that a Senior Advisory Council be created; (4) that any community service course in any area for which there may be a demand be offered; (5) that the identification and securing of instructors be the responsibility of the Program Director; and (6) that the cost of these proposed Vocational Education provided by the Texas Education Agency. (RWP)

ED 086 945

CS 000 857

Ahn, Chang-Yil
Project ACT (A Project to Advance Critical Thin-king). Project Termination Report.
South-Western City School District, Grove City,

Ohio. Spons Agency-Office of Education (DHEW),

Washington, D.C. Pub Date 31 Jul 73

Note-292p.

EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-\$0.65 HC-\$9.87
Descriptors—Cognitive Processes, *Critical Reading, *Critical Thinking, Elementary Education, Learning, Questioning Techniques, Reading, *Reading Comprehension, Reading Improvement, Reading Skills, Teaching Methods, *Teaching Techniques, Thought Processes Identifiers—Elementary Secondary Education Act Title III, ESEA III

The goal of this project was to develop a sequential program for the development of critical thinking skills that could be extended to all the elementary schools in the school district. The major objectives were: (1) to enhance teachers' ability to think critically, practice in their class-rooms teaching strategies to develop pupils' thinking, and develop and implement a critical think-ing program; and (2) to develop overt manifestaing program; and (2) to develop overt manustrations of critical thinking in pupils attending classes taught by teachers trained in the use of critical thinking and to help students score higher on tests measuring critical thinking skills than children in a comparison class where these skills were not stressed. The teachers of grades K-5 in the projection and the staff the project school, the principal, and the staff development teacher received inservice training in procedures for developing children's thinking skills. The procedures included: the Hilda Taba Teaching Strategies program, the Building and Applying Strategies for Initial Cognitive Skills program, the teaching of critical reading skills, analyzing levels of thinking, and organizing for instruction. An analysis of evaluation data indicated that the children in the project school tended to make greater gains than the children in the com-parison school. The teachers also asked more open questions and there was more classroom interaction exhibited. (WR)

ED 086 946

CS 000 865

Hiller, Jack H. Ulman, Jerome Effects of Preparation and Sex on Vagueness in Self-Prompted Lecturing. Pub Date Jul 73

Note-17p.; Unpublished study of research con-

ducted at Southern Illinois University EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Communication Skills, Educational Psychology, *Lecture, *Psychological Studies, *Sex Differences, Speech Habits, *Speech Skills, *Verbal Ability

Identifiers—*Vagueness
Students enrolled in a university educational Students enrolled in a university educational psychology course were subjects in this study to determine the effects of preparation on the level of vagueness in lecturing. Subjects were provided either five or eleven minutes to prepare lecture notes on a given topic. Results showed preparation time, number of ports more and a text of the control of the property of tion time, number of note words, and a test of topic knowledge all yielded highly significant correlations with vagueness. The lecturer's perception of his own effectiveness had a weak relationship with vagueness but a significant relationship with verbal productivity. Females were found to be more predictable then males. (Author/HOD)

ED 086 947 CS 000 871

Perfetti, Charles A. Goldman, Susan R.

Thematization and Sentence Retrieval.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73 Note-24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes,
Analysis, *Language Research,
*Reading Comprehension, *Reading Research,

*Reading Comprehension, *Reading Research, *Recall (Psychological), Retention, Sentence Structure, *Syntax, Thought Processes The purpose of these studies was to test the hypothesis that thematization affects the proba-bility that a probe word will produce meaning-preserving recall of a sentence that is part of discourse. Sentences were constructed along the discourse. Sentences were constructed along the lines of subject-verb-object and were presented in three experiments: free recall of isolated sen-tences, prompted recall of isolated sentences, and prompted recall of sentences from paragraphs. The experiments were: (1) Free Recall, No Con-text; (2) Prompted Recall, No Context; and (3) Prompted Recall, Paragraph Context. University of Pittsburgh undergraduates served as subjects for all three experiments. The results indicated that the effectiveness of words from sentences as retrieval prompts for sentence meaning is depen-dent upon thematization. When a sentence was presented in isolation, without context, and when the imagery and concreteness of the subject-noun and object-noun were high and equal, there was no difference between the two nouns in prompt effectiveness. However, when the subject was the theme of the paragraph, the subject was a much better prompt than the object. When the object was the theme, subject and object were equal.

CS 900 872 ED 086 948 Weiss, M. Jerry, Ed. And Others New Perspectives on Paperbacks. Monograph No.

College Reading Association.

Pub Date 73 Note-97p.

Note—97p. Available from—Office of Publication, Strine Printing Co., Inc., 391 Greendale Rd., York, Pennsylvania 17403 (\$2.00) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Literature, Negro Literature *Paperback Books, Reading, Reading Development. *Reading Improvement, *Reading In-struction, Reading Interests, *Reading Materials, Reading Material Selection

als, Reading Material Selection
This monograph discusses the use of paperbacks in reading instruction. The contents include: "Introduction" by Jerry Weiss; "Censorship—The Right to Read What" by Richard Kemper; "Growing Up. Differences? Fiction?" by Warren Heiss; "The Black Experience in Paperback" by Dorothy Strickland; "Contemporary U. S. A. in Paperbacks" by Robert Boord; "Selecting Books for the Future-Oriented Now Generation" by Paul Inapecker, "Reading and Futures. ing Books for the Future-Oriented Now Genera-tion" by Paul Janeczko; "Reading and Future Shock" by Maria Schantz; "New Heroes for Old?" by Harlan Hamilton; "The Reel World" by Jerry Weiss; "The Use of Paperbacks in Sociolo-gy" by Jere Cohen; "Social Factors in Reading Instruction" by Joe Brunner; and "The Victorian Novel" by Joan Cohen. A title index, author index, and publishers directory are also included.

ED 086 949

CS 000 876

Cullinan, Bernice E., Ed.

Cultinan, Bernice E., Ed.
Black Dialects & Reading.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (D-

Contract-NEC-0-72-4636 Note-205p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 00572, \$3.95 nonmember, \$3.75

EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-30.65 HC-39.87 Descriptors—Beginning Reading, Language Experience Approach, *Language Handicaps, *Negro Dialects, Nonstandard Dialects, Oral English, Psycholinguistics, *Reading Instruction, *Reading Materials, Reading Processes, *Reading Skills, Tenl Identifiers—*Black English

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction Part I focuses on the issues in teaching black children to read and provides the teacher orientation to some of the specific problems in the field such as the question of the existence and nature of black dialects, whether black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in part 2 so that the teacher can identify the language base on which to build individual programs. Articles in part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on lauguage dialects. bibliography of materials on language, dialects, and reading, comprise part 6. (HOD)

ED 086 950

CS 000 879

Marcus, Albert Rending as Reasoning; Reading as Ambiguity: Understanding Sentence Structures. Pub Date Nov 71

Note—16p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of En-glish (61st, Las Vegas, Nov. 25-27, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Intermediate Grades, *Language Skills, Reading, *Reading Comprehension,

*Reading Instruction, Reading Research, Reading Skills, Semantics, *Sentence Structure, Syntax, *Teaching Methods
If in reading a sentence a reader finds something unfamiliar in lexical meaning or grammatical structures, the meaning of the written material may be ambiguous to him. Sometimes the context will help to clarify the meaning of an unfamiliar element, but often it won't. Understanding what is read involves not only the process of reasoning, but also the process of climinating ambiguity. In this study of students' comprehensing of sentence structure, it was eliminating ambiguity. In this study of students comprehension of sentence structure, it was found that many intermediate grade students (grades 5-8) had difficulty recognizing sentence transformations with equivalent meanings. They also had difficulty recognizing the kernel sentences of larger sentences. The study indicated that there was a wide range in the abilities of the students to recognize sentence transformation with equivalent meanings and kernel sentences of larger sentences. A teacher can help students increase their understanding of sentence structures by exploring with them the various ways in which the same concept can be stated. Teaching the equivalency of one structure to another can be used as a basic method of expanding students' understanding of the literal meaning of various types of sentence structures--whether the structures are infrequently used, highly complicated, nonstandard, or ambiguous standard English sentences. (WR)

Sebesta, Sam Leaton, Ed. Ivory, Apes, and Peacocks: The Literature Point of View, Volume 12, Part 2; Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 3-6, 1967).

International Reading Association, Newark, Del. Pub Date 68 Note-148p.; See ED 078 347 for Volume 12,

Part I of the Proceedings Available from-International Reading Assn. 800 Barksdale Rd., Newark, Delaware 19711 (Stock No. 412, \$2.50 nonmember, \$2.00

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescent Literature, *Childrens Books, Elementary Education, Evaluation Books, Elementary Education, Evaluation Techniques, Literary Analysis, Program Evalua-tion, Reading Centers, Reading Instruction, *Reading Interests, Reading Materials, *Reading Programs, Recreational Reading, Secondary Education, *Teaching Techniques Identifiers—*Childrens Literature

The papers contained in this volume offer the opinions and evidence of sixteen specialists on matters pertaining to literature for children and adolescents-the writing of literature, the selection of literature, and the role of literature in reading instruction. Taken together, they cover a wide range of grade levels and represent many points of view. Divided into three main sectionson appreciation and selection, techniques and on appreciation and projects—the papers in-clude: "Fun and Facts in Writing of the West,"
"Old Values in New Books," "Selecting and "Old Values in New Books," "Selecting and Evaluating Materials for Recreational Reading," Evaluating Materials for Recreational Reading, "Reading Literature Critically," "Let Them Listen," "Teaching the Reading of Plays," "Im-proving the Literature Program: Poetry," "The Storyteller's Role," "Gateway English-A Litera-ture Program for Educationally Disadvantaged Students," "Junior Great Books Discussion Pro-Students, "Junior Great Books Discussion Programs," "The Oregon Curriculum in Literature," "A Literature Program Matched to Students' Interests," "The Joy of Reading Rediscovered in High School Reading Centers," and "Sacred Cows: Real and Fancied-Evaluation of the Traditional Literature Program "(RB) tional Literature Program." (RB)

ED 086 952 Rankin, Earl F. CS 000 889

he Measurement of Reading Flexibility: Problems and Perspectives. Reading Informa-tion Series: Where Do We Go? International Reading Association, Newark, Del. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note-62p. Available from—International Reading Associa-tion, 800 Barksdale Rd., Newark, Delaware 19711 (\$1.50 nonmember, \$1.00 member) EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Readability, Reading, Reading Habits, *Reading Improvement, Reading Materials, *Reading Research, *Reading Skil's, Reading Speed, *Reading Tests Identifiers—*Reading Flexibility

This study is concerned with the measurement of reading flexibility. The contents include: "Review of Literature," which discusses the different concepts of reading flexibility and presents several definitions followed by a summary of variables revealed in these definitions; "Synthesis of Strengths and Weaknesses," which looks at Strengths and Weaknesses, which looks at techniques of measuring reading flexibility, con-cepts of reading flexibility, rate measurement, readability of materials, and external flexibility; and "Recommendations," which makes recommendations for future research and development in the measurement of reading flexibility, based upon the findings of this paper. (WR)

ED 086 953

CS 000 890

Bugarin, Temotic Espina, Jr.
Verbal Discrimination Learning in a Random Mixture of Two-, Three-, and Four-Word Items with Two Stimulus Presentation Rates.
Report No-AD-767-692
Pub Date Sep 73
Note-76p; Master's Thesis, Naval Postgraduate School, Monterey, California
Available from-National Technical Information Service, Springfield, Va. 22151 (AD-767 692/7GA, MF \$1.45, PC \$6.00)
Document Not Available from EDRS.
Descriptors—Cognitive Processes,
Learning Processes, Learning Theories. Bugarin, Temotio Espina, Jr.

*Learning Processes, Learning
*Reading Research, *Verbal Learning
Identifiers—*Verbal Discrimination Theories.

The purpose of this experiment was to determine whether a constant information processing rate would occur when subjects in verbal dis-crimination (VD) learning were presented a mix-ture of items of different lengths. Forty-two Naval Postgraduate School students served in a VD experiment with a random mixture of two-, three-, and four-word items at presentation rates of 1/2 or 1/4 bits of information per second. Half the items had similar and half, dissimilar words. The VD list had six each, of two-, three-, four-word items resulting in six bits of information for the two-word items, 9.51 bits for the three-word items, and 12 bits for the four-word items for an overall presentation load of 27.51 bits of information. The information content of two-, and threeword items was normalized to agree with the 12 bit base of four-word items for analysis. The similarity variable was disregarded, since it was similarity variable was disregarded, since it was not significant as a main effect. The results showed that, at each presentation rate, two, three, and four-word items were learned at the same information processing rate. Moreover, the interaction between presentation rate and blocks of trials choused on averaged multiplication. of trials showed an expected multiplicative function such that the performance of one group could be predicted with 93.5 percent accuracy.

ED 086 954 CS 000 893

Bagford, Jack, Ed.

Reading for a Changing World; Proceedings of the Plains Regional Conference (1st, Des Moines, April 6-8, 1972). International Reading Association. Iowa Council.

(Author)

Available from-Dr. Jack Bagford, University of lowa, Iowa City, Iowa 52242 (\$2.50, Make check payable to Iowa Council, I. R. A.)
EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MI*-30.65 HC-\$6.38

Descriptors—Basic Reading, Beginning Reading,

"Conference Reports, Content Reading, Early
Reading, Individualized Reading, "Reading, Reading Comprehension, Reading Development, Reading Diagnosis, Reading Improvement, "Reading Instruction, Reading Interests,

"Paralla Recogning ** Paralla Stills** *Reading Programs, *Reading Skills

In this collection, papers with similar topics are grouped together. Topics include: remedial reading teachers, primary assessment, preprimary reading, reading comprehension, reading in the content areas, integrating reading with subject matter, teaching reading through the materials of social studies, assessment of attitude toward reading, human values and reading, meeting individual needs, helping students become thinkers, motivating students, the changing role of teachers, teachers' skills, reading teachers of the future, teacher-pupil interaction, creative self-expression, creative reading activities, organizing a classroom for reading instruction, using pupil tu-tors to individualize primary reading instruction. personalized reading programs, using specialized material to develop reading competency, community colleges reading programs, psycholinguistics, and behavioral objectives. (WR)

Kender, Joseph P., Ed. Emerging Concerns in Reading; Highlights of the 21st Annual Reading Conference of Lehigh

Pub Date 73

Note-146p.
Available from-Interstate Printers Publishers, 19 N. Jackson Street, Danville, Ill. 61832 (\$4.00)

61832 (\$4.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Childrens
Books, Computer Programs, Creative Writing,
Gifted, Individualized Instruction, Open Education, Poetry, *Reading Instruction, *Reading
Programs, *Reading Skills, Study Skills,
Teaching Methods; Programs, *Reading*Teaching Methods

Addressing the question, "How can we teach all educable children to read effectively?" the papers in the first part of this volume look at several topical concerns in reading: "On Relocating the Reading Program: Finding a Better Barn for Our Sacred Cow," "The Transitional Open for Our Sacred Cow," "The Transitional Open Classroom," "A Computer Program for Initial Screening of Probiem Readers," "Minorities Read 'Alice in Wonderland' Too," "Divorce, Drugs, Desertion, the Draft: Facing Up to the Problems in Children's Literature," and "In-Realities in Children's Literature," and "In-dividualizing Instruction in Puerto Rico." "How to do it" concerns are the focus of part two, with such essays as "Pop-Rock--Reading and the Music Scene," "Poetry with Gifted Children," "-Don't Knock It If You Haven't Tried It: Creative writing in the Elementary School," and "Workshop Poetry." Part three discuss
methodological concerns: "One Hundred Approaches to Beginning Reading-Concern for the
One True Way." "How Can We Generate Concern by the Secondary School Subject Matter Teacher for Improved Reading in the Class-room?" and "What Every High School Teacher Should Know about Study Skills." The volume concludes with a paper on "Creativity, Control, and Competition in the Teaching of Reading."

ED 086 956

CS 000 899

Nacke, Phil L., Ed. Note: The Company of the Company of the National Reading Conference, Volume 1.

National Reading Conference, Inc., Boone, N.C.

Note-303p

Available from—National Reading Conference, 220 Duncan Hall, Appalachian State Universi-ty, Boone, North Carolina 28608 (\$5.00)

Document Not Available from EDRS.
Descriptors—Adult Basic Education, Adult Eduescriptors—Adult Basic Education, Adult Edu-cation, Censorship, College Students, *Con-ference Reports, Reading, *Reading Achieve-ment, Reading Comprehension, Reading Diag-nosis, *Reading Improvement, Reading Level, Reading Processes, Reading Programs, *Read-ing Deserved Powling Skills Payding Tests ing Research, Reading Skills, Reading Tests, *Study Skills

The papers in this yearbook are, for the most part, research investigations and position papers concerned with theoretical issues. The papers are grouped according to major areas which include: "Investigations of Studying," which looks at student-generated questions, advanced organizers, expenditude organizers, and practice effects; "Investigations of Contextual and Perceptual Factors," which discusses the use of context comwhich discusses the use of context, comprehension of telegraphic prose, constraints on prenension of telegraphic prose, constraints on cloze performance, perceptual unit size, com-puter techniques for studying reading, letter preference of college women, and graphic con-straints on ability to read sight words; "Assess-ment of Reading Performance," which includes studies of reading assessment related to the cloze procedure, intelligence tests, residual gain, and psychological-diagnostic considerations; "Learning to Read, Adult Basic Education," which presents research on cognitive clarity and illustra-tions; "Teacher Characteristics," which discusses collateral reading flexibility, and how well teachers read to learn; "Literature, Censorship

and Research: Should Offensive Texts be Eliminated?" which discusses dilemmas in censor-ship; and "Diverse Issues," which looks at desegregation, test-wiseness, reading comprehension, study skills, and serial learning. (WR)

Thwaite, Mary F.

From Primer to Pleasure in Reading; An Introduction to the History of Children's Books in England from the Invention of Printing to 1914 with an Outline of Some Developments in Other

Note—340p. Available from—The Horn Book, Inc., 585 Boylston St., Boston, Mass. 02116 (\$12.50 cloth)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Childrens Books,

*English Literature, Fantasy, Literary Genres, *Literary History, Literary Influences, Literary Styles, Periodicals, Printing, *Publishing Indus-*World Literature

Identifiers—*Childrens Literature
This revised edition of "From Primer to Pleasure" examines the history of children's books in England and elsewhere from the invention of printing to 1914. Sections and chapters are divided according to sources (printing, romance and traditional literature, and developments in the sixteenth and seventeenth centuries), foundations (reason versus fairy lore, John Newbery and the beginnings of the publishing trade for chilthe Christian tradition, and Rousseau and the Miral School), the dawn of imagination (from "Songs of Innocence" to "Grim's Fairy Tales"), the Victorian age and Edwardian aftermath (developments in the nineteenth century, fairy lore and fantasy, the story of home and school the tale of adventure the recreation of school, the tale of adventure, the recreation of school, the tale of adventure, the recreation of the past, the animal story, picture books for young children, books of knowledge, and periodi-cals), and children's books abroad (North America, Australia, and Western Europe). Appended are a chronological list of significant works in children's literature from Caxton to the end of the eighteenth century and a bibliography of the majority of the books consulted. (HOD)

ED 086 958 CS 000 902

Davis, Gale Implications of the Wechsler Intelligence Scale for Children (WISC) Information, Arithmetic, Digital Span, and Coding Subtests of Severely Retarded Readers on Reading Achievement; A Descrip-tive-Predictive Study. Pub Date 73

Note—55p.; Master's Thesis, Western Washing-ton State College, Study conducted in the Seat-tle School District Number One

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Intelligence Tests, *Language Development, Learning, Learning Difficulties, *Learning Disabilities, Reading, *Reading Achievement, Reading Development, *Reading Research

Identifiers-*Wechsler Intelligence Scale for

The purpose of this research was to investigate the Wechsler Intelligence Scale for Children (WISC) subtest scores of information (IN), arithmetic (AR), digit span (DS), and coding (CO). The subjects were all of the students admitted to and remaining in the Seattle Public School District = I Learning/Language Disability (LLD) Program since September 1971, who were born between July 1957 and 1966, whose full scale IQs were 90 or above, and whose reading achievement was one or more grade levels below academic expectancy for students of chronologi-cal ages (CA) 7.6 to 10.5 and two or more grade levels below academic expectancy for students CA 10.6 to 15.11. To examine the IN, AR, DS, and CO characteristics of LLD students, the eleven subtest scaled scores were totaled for each subject, and each subject's deviation from his own mean was computed. The WISC mean deviations by group were also computed from the deviations from the students' own means. Some of the results indicated that the LLD students of the results indicated that the LLD students showed a group pattern of low IN, AR, DS, and CO; but the pattern did not hold for individual cases; the WISC subtest pattern did not vary with degree of underachievement; and WISC full scale IQ correlated negatively with reading deficit and was apparently a poor measure of reading success. (WR)

ED 086 959

CS 000 903

Yarnell, Edward A. Everyone Has the Right to Read at His Own Pub Date 71

Note-10p.; Includes the Readability Calculator Available from—The Nova Co., P.O. Box 787, Charleston, South Carolina 29402 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Individual Differences, *Readabiliescriptors—"Individual Differences, "Readabili-ty, Reading, Reading Achievement, "Reading Development, Reading Improvement, "Reading Instruction, Reading Interests, Reading Level, Reading Materials, "Reading Skills This pamphlet is intended for teachers and

other people concerned with the teaching of reading. The sections of the pamphlet include: "Individual Differences," which looks at how schools have tried to meet the problem of individual differences; "Working with Individual Difference," which discusses what an individual Difference, "which discusses what an individual brings with him to the classroom and possible blocks to student progress in reading; "Reading Stages", "Reading Levels," which discusses the frustration level, the instructional level, the independent level, and the capacity level; and "Reading Inventory," which discusses a method of determining a student's instructional level by calculating the grade level of difficulty of a variety of reading materials. Included with the pamphlet is a readability calculator which approximates the grade level of reading difficulty of printed material based on the number of sentences and the percentage of one syllable words in a 100-word selection. (WR)

ED 086 960 CS 000 904

Merritt. John Melnik, Amelia The Reading Curriculum. Pub Date 72

Note-543p.; Prepared for the Reading Development Course Team at Open University, London, England

Available from-General Learning Press, James St., Morristown, N. J. 07960 (\$5.95

paper)

Document Not Available from EDRS.

Descriptors—Diagnostic Teaching, *Instructional Materials, Readability, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Processes, *Reading Programs, *Reading Processes, *Reading Programs, *Reading Skills, Vocabulary Development Facets of the reading curriculum (what is to be

taught, how reading competence may be developed, and how the teacher can evaluate reading proficiency) are discussed in this volume, the purpose of which is to increase the reader's knowledge of the scope, content, and process of reading instruction and its influence on the quality of talking, thinking, and learning in the classroom. Part one presents an overview of procedural policies, content areas, instructional media, and various patterns of organization which affect the total school reading program. Part two examines various approaches to the teaching of reading and the content of reading instruction. Part three acquaints the reader with diagnostic teaching principles and procedures which fuse diagnosis and instruction into a single ongoing process. And part four concludes the survey of the reading curriculum with an examination of various procedures and instruments designed to assess the readability of printed materials, individual levels of reading development, effective ness of reading programs, and characteristics of effective teaching of reading. (HOD)

Robeck, Mildred Coen Wilson, John A. R.
Psychology of Reading: Foundations of Instruc-

tion. Pub Date 74

Note-644p.

Available from—John Wiley & Sons, Inc., 605 Third Ave., New York, New York 10016 (\$11.95 cloth)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Communica-tion (Thought Transfer), Learning Processes, Motivation Techniques, Primary Grades,
*Psychology, Reading Comprehension, *Reading Development, Reading Diagnosis, Reading Difficulty. *Reading Instruction, Reading Reading Skills, *Teaching

This book focuses on how individuals learn to read, how motivations for reading or avoiding reading are built, how the cognitive characteristics of the learner can be used to select the teristics of the learner can be used to select the most promising beginning approach, and how self-directed reading extends the cognitive and the affective world of the reader. The book covers the interaction of sensory systems and contains a discussion of clinical analysis of read-ing with techniques for classifying, diagnosing, and instructing students who have failed. The book treats conceptual-creative levels of reading ich incorporate the reader's background into hierarchical approach to comprehension, and it approaches reading as part of a communication sequence that emphasizes an extended period of input as basic to understanding. The book is diinput as basic to understanding. The book is di-vided into five parts: "Introduction," "Interaction of Affective and Cognitive Learning," "Sensory Discrimination of Symbols," "Diagnosis, Testing, and Evaluation," and "Learning-Motivation Theory in Reading Instruction." It concludes with a glossary of reading terms, an analysis of reading systems, an evaluation of reading tests, an obser-vation checklist for teachers, and sources of tests and reading programs. (RB)

Gerhardt, Lillian Issues in Children's Book Selection. A School Library Journal/Library Journal Anthology. Pub Date 73

Note-205p

Available from-R. R. Bowker Co., 1180 Avenue of the Americas, New York, N. Y. 10036 (\$9.95 cloth)

(39/95 cloth)
Document Not Available from EDRS.
Descriptors—*Adolescent Literature, Book
Reviews, Books, Censorship, Children, *Childrens Books, *Library Material Selection,

Reviews, Books, Censorship, Children, *Childrens Books, *Library Material Selection, Reading, *Reading Materials

The 29 articles on aspects of current book selection collected here are from the "School Library Journal." The book includes five major sections: "Perspectives on Selection" includes articles that challenge current book evaluation practices, each article examining an aspect of traditional book selection for children and asking that readers measure the effectiveness of widely accepted practices against contemporary condi-tions and/or new knowledge; "Intellectual Freedom or Censorship" includes five articles and censorship and library selection; "Images" includes articles which analyze children's books for the biases and prejudices that can subtly affect children's developing reactions on such subjects as race, religion, and males/female roles; "Themes and Genres" offers eight articles which criticize some of the most popular concerns about children's books at this time-forms of writing the concerns about children's books at this time-forms of writing the concerns about children's books at this time-forms of writing the concerns about children's books at this time-forms of writing the concerns about children's books at this time-forms of writing the concerns are concerns as the conc and the control of th exchange, mass media reviews, and children's book collections as resources for scholars in every discipline. (WR)

ED 086 963 CS 000 907 McCracken, Robert A. McCracken, Marlene J. Reading is Only the Tiger's Tail.

Pub Date 72 Note-216p

Available from—Leswing Communications Inc., 750 Adrian Way, San Rafael, Calif. 94903

(\$5.95 paper)
Document Not Available from EDRS.

Descriptors—Beginning Reading, Childrens Books, Communication (Thought Transfer), Elementary Education, Language Arts, *Language Development, Language Skills, *Reading Programs, *Teaching Guides, *Teaching grams, *Teaching Guides, *Teaching Techniques Identifiers—*Reading Is Only the Tigers Tale

Program

This teacher's guide describes an elementary reading program with specific teaching sugestions which are based upon empirical evidence regarding effective practices. It includes sugregarding effective practices. It includes sug-gestions and techniques for developing a positive attitude toward reading, and samples of student's drawings and writings illustrate learning in the program. Chapters include: "Children's Books and the Teaching of Reading," "Thinking and Communicating," "Awareness of Sound," "-Developing Independent Authorship," "Silent Reading and Discussion," and "Success of the Program." (RB)

ED 086 964 CS 000 908

Hoffner, Dorothea R.
A Psycholinguistic Analysis of Oral Reading
Miscues by Junior College Students.

Buth Deet Lee 2/4 Pub Date Jan 74 Note-116p.; M. Ed. Thesis, Rutgers University,

The State University of New Jersey EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Grade 9, Grade 10, Junior College Students, *Miscue Analysis, *Oral Reading, Phonemics, Reading, Reading Ability, Reading Comprehension, *Reading Processes, *Reading Research, *Reading Skills, Semantics, Syntax This study examined the oral reading behavior.

This study examined the oral reading behavior of five junior college students of below average of the junior college students of below average reading proficiency. The Reading Miscue Inven-tory (RMI) was used to analyze and compare the miscues they generated while reading two selec-tions varying in difficulty. The study addressed it-self to two main questions: Do these readers use a process consistent with the Goodman model of reading? Does the process differ in any way from that used by eighth and tenth graders reading the same selection? The results indicated that: in general the predictive and explanatory powers of the model were confirmed; the operations of the grapho-phonemic, syntactic, and semantic language cueing systems were apparent; during more difficult reading, grapho-phonemic cues were more closely attended to by all subjects and syn-tactics cues continued to function strongly, while semantic cues became so weak that many miscues, though grammatically correct, failed to reproduce the intended meaning of the text; and comparison of selected results with eighth and tenth graders suggests that junior college students manipulated the text more freely. Further research using the RMI with older readers of varying proficiency was suggested. (WR)

ED 086 965

CS 000 909

Rosner, Jerome

Adopting Primary Grade Reading Instruction to Individual Differences in Perceptual Skills.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 73

Note—24p.; Paper presented at the Annual Meeting of the College Reading Association (17th, Silver Springs, Maryland, Nov. 1-3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Decoding (Reading), *Perceptual
Development, Primary Grades, Reading,
 *Reading Achievement, Reading Instruction,
 *Reading Improvement, *Reading Instruction,
 *Reading Iskills, *Teaching Techniques
Reading instruction should be modified to
make it compatible with students' perceptual
 *skills. Assessing the adequacy of a student's perception is pertinent to planning his reading in *structional program—not because the teacher can
 then teach to a preferred modality but, rather, then teach to a preferred modality but, rather, because it can help the teacher determine because it can help the teacher determine whether the student has acquired the basic skills that are assumed by the particular instruction program that is to be used in the classroom. Some suggestions that teachers should follow for teaching reading to children with substandard perceptual skills include: only capital letters should be used until the student has acquired some degree of reading fluency; modify the text by adding a distinctive cue to potentially confus-ing letters; "b" and "d" should not be taught in juxtaposition; instruct the student to use his finger as a pointer, pointing to each word as he reads; teach the student that the start of a new sentence is signaled by a capital letter and the end by a period; introduce only a few sentences at first; for students who exhibit a deficit in auditory perception, phonics based instruction is needed; and teach the student to repeat what he has heard and wants to remember. (WR)

Knapp, Margaret O.

Awareness of Black Dialects by First- and FifthGraders as Related to Race, Socioeconomic
Status, and Sex.

Pub Date Jan 74

Ed. Dissertation, Note-187p.; D. Ed. Dissertation, Rutger University, The State University of New Jersey Rutgers EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Doctoral Theses, Ethnic Groups, Grade 1, Grade 5, Language Ability, Language Development, *Language Research, *Language Usage, *Negro Dialects, *Negro Youth, Nonstandard Dialects, Reading, Sex Differences, Socioeconomic Status, Standard Spoken

Usage
The purpose of this study was to examine the relationship between age, ethnic group, socioeconomic status, and sex, and the development of an awareness of the social and racial significance of language dialects. Eighty children from first and fifth grades served as subjects the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with four tasks: (1) a disability of the subjects were presented with the subjects were present crimination task of their ability to hear minimal differences in paired sentences, one having Standard English features, the other Black English features; (2) an identification task as to whether a sentence in Black English or Standard English had been stated properly or improperly from a teacher's point of view; (3) an identification task indicating the race of the speaker of Standard English or Black English; and (4) an identification task that required the subjects to identify a speaker according to social class. An analysis of variance was performed for each task. The results indicated that awareness of the social and racial significance of dialect does increase from first to fifth grade, the differences between black stu-dents and white students in the identification of Standard English forms was not significant, and no social or sex differences were found for any of the four tasks (WR)

ED 086 967

CS 000 913

Blossom, Grace A.
The Tolleson Story: The Tolleson Six School Reading Project; A Pilot Project to Help All Students
Read Grade Level Textbooks with Adequate

Arizona State Dept. of Education, Phoenix. Pub Date Jul 73

Note-33p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Frice MF-30.65 HC-35.27 Descriptors—Biculturalism, *Bilingual Students, Elementary Education, Minority Group Chil-dren, Reading Ability, *Reading Comprehen-sion, *Reading Development, Reading Instruc-tion, *Retarded Readers, Secondary Education, *Vocabulary Development *Vocabulary Development This is a report on the first year of a pilot pro-

gram for building reading comprehension in all subject areas, conducted in six school districts subject areas, conducted in six school districts located in a rural area near Phoenix, Arizona, during the school year 1972-1973. Over 50 percent of the high school students were bilingual or bi-cultural. In order to remedy reading retardation, teachers were asked to identify and define difficult weakhylars; there and difficult weakhylars; there and difficult is presented. difficult vocabulary items and idiomatic phrases and to make copies available to the students. The idea was to bring students up to the level of material rather than to bring the material down to the students' level. The results of this program indicate an average gain in reading comprehen-sion of 3.2 for the freshman class. Teachers felt that the most important result of the program was an improvement in the students' self-image. A copy of the student questionnaire and responses by students as indicated in a preliminary report are included. (LL)

ED 086 968 CS 200 871

Gardner, Helen, Ed.

John Donne: A Collection of Critical Essays.

Twentieth Century Views Series.

Note-183p

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

Document Not Available from EDRS.

Descriptors—*English Literature, Higher Educa-

tion, Literary Analysis, *Literary Criticism, Literature Appreciation, Poetry, *Poets, Secon-dary Education, *Seventeenth Century Literature

Identifiers-*Donne (John)

One of a series of works aimed at presenting One of a series of works aimed at presenting contemporary opinion on major authors, this collection includes essays by Helen Gardner, George Saintsbury, Herbert J. C. Grierson, Pierre Legouis, William Empson, Mario Praz, J. E. V. Crofts, C. S. Lewis, Cleanth Brooks, J. B. Leishman, Evelyn M. Simpson, Louis L. Martz, and A. J. Smith-all dealing with the biography and literary work of John Donne. Designed for use by both literary critics and secondary and college

teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays discuss Donne's love poetry, the dramatic element in Donne's poetry. Donne in relation to other poets of the seventeenth century, the religious poetry of Donne, the literary value of Donne's sermons, and Donne's meditations. A chronology of important dates in Donne's life, a brief set of biographical notes on the contributors to this collection, and a bibliography of works on Donne complete the volume.

ED 086 969

CS 200 872

Guerard, Albert J., Ed.
Hardy: A Collection of Critical Essays. Twentieth
Century Views Series.
Pub Date 62

Pub Date 63

Note-180p. Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

paper)

occument Not Available from EDRS.
bescriptors—Authors, *English Literature,
Higher Education, Literary Analysis, *Literary
Criticism, Literature Appreciation, *Nineteenth
Century Literature, *Novels, Poetry, Secondary Descriptors-Authors.

Education, *Twentieth Century Literature Identifiers—*Hardy (Thomas) One of a series of works aimed at presenting contemporary critical opinion on major authors this collection includes essays by Albert Guerard, Donald Davidson, Morton Dauwen Zabel, D. H. Lawrence, John Hollowan, Dorothy Van Ghent, John Paterson, A. Alvarez, Delmore Schwartz, W. H. Auden, David Perkins, and Samuel Hynes all dealing with the biography and literary work of Thomas Hardy. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays deal with the traditional basis of Hardy's fiction, Hardy in defense of his art, the major fiction, the women in his novels, poetry and belief in Hardy, literature transference, and the poetry of isolation. A chronology of important dates in Hardy's life, a brief set of biographical notes on the contributors to this collection, and a bibliography of works on Hardy complete the volume. (LL)

ED 086 970

CS 200 873

Mizener, Arthur, Ed.
F. Scott Fitzgerald: A Collection of Critical Essays. Twentieth Century Views Series. Pub Date 63

Note-174p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95 paper)

paper)
Document Not Available from EDRS.
Descriptors—"American Literature.
Higher Education, Literary Analysis, "Literature Criticism, Literature Appreciation, "Modernism, "Novels, Secondary Education, "Twentieth Century Literature
Identifiers—"Fitzgerald (F Scott)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Arthur Mizener, Lionel Trilling, William Troy, Wright Morris, Lionel Trilling, William Troy, Wright Morris, John Aldridge, Edwin Fussell, Andrews Wanning, Malcolm Cowley, Leslie Fiedler, Charles E. Shain, Edmund Wilson, James E. Miller, Jr., Donald Ogden Stewart, John Henry Raleigh, Tom Burnam, A. E. Dyson, Marius Bewley, D. W. Harding, and D. S. Savage--all dealing with the biography and literary work of F. Scott Fitzbrography and literary work of F. Scott Fitz-gerald. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergradu-ate and graduate students of literature. The es-says are divided into sections dealing with Fitzgerald's career, his early work, "The Great Gat-sby," and Fitzgerald's late work. A chronology of important dates in Fitzgerald's life, a brief set of biographical notes on the contributors to this collection, and a bibliography of works on Fitzgerald complete the volume. (LL)

ED 086 971

CS 200 874

Paulson, Ronald, Ed. Fielding: A Collection of Critical Essays. Twentieth Century Views Series. Pub Date 62

Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

ocument Not Available from EDRS.

Descriptors-Authors, Drama, *Eighteenth Century Literature, *English Literature, Higher Education, Literary Analysis, *Literary Criticism, Literature Appreciation, *Novels, Secon-

cism, Literature Appreciation, "Novels, Secondary Education Identifiers—"Fielding (Henry)
One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Ronald Paulson. A. R. Humphreys, Winfield H. Rogers, Ian Watt, Maynard Mack, Mark Spilka, Aurelien Digeon, Andre Gide, Arnold Kettle, John Middleton Mur-ry, William Empson, George Sherburn, and John S. Coolidge--all dealing with the literary work of Henry Fielding. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays deal with the method and effect of irony, Fielding's early aesthetic and technique, comic resolution in "Joseph Andrews," the sexual ethic in "Tom Jones," conservation of character, "Pamela," and "Johathan Wild." A chronology of important dates in Fielding's life, a brief set of biographical notes on the contributors to this col-lection, and a bibliography of works on Fielding complete the volume. (LL)

ED 086 972

CS 200 875

Schilling, Bernard N., Ed.

Dryden: A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 63 Note-185p.

Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

Document Not Available from EDRS.

Descriptors—Drama, *English Literature, Higher Education, Literary Analysis, Literary Criti-cism, Literature Appreciation, *Poetry, Poets, Secondary Education, *Seventeenth Century

Literature
Identifiers—*Dryden (John)
One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Bernard Schilling, T. S. Eliot, Louis I. Bredvold, James M. Osborn, Reuben A. Brower, Edwin Morgan, Earl Wasserman, R. J. Kaufmann, Moody E. Prior, Earl W. Miner, Edward N. Hooker, E. M. W. Tillyard, John Hollander, Arthur W. Hoffman, and David Wright-all dealing with the biography and literary work of John Dryden. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. Topics covered include the intellectual milieu of John Dryden, Dryden and poetic tradi-tion, the poetics of terminal tragedy, Dryden's use of metaphor, the odes, and the "Various John Dryden." A chronology of important dates in Dryden's life, a brief set of biographical notes on the contributors to this collection, and a bibliography of works on Dryden complete this volume.

ED 086 973

CS 200 889

Eggebrecht, David W. Development of a Junior College Communication Curriculum for Language Divergent Students.

Note-173p.; Ph.D. Dissertation, Marquette

University University Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-27,501, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, *Communication Skills, Curriculum, *Curriculum Planning, Doctoral Theses, English (Second Language), *English Curriculum, Higher Education, *Language Enrichment, Minority Groups, Motivation Enrichment, Minority Groups, Motivation Techniques, Nonstandard Dialects, Reading

Ability, Reading Skills It is the purpose of this proposed curriculum to find a means of motivating the language divergent student to improve himself academically and socially, to participate actively in educational ex-periences which will help him to self-actualize, and to afford him learning experiences which will enable him to become an independent learner. A

search was made of literature and other available sources to determine what has been and is being done for language divergent students in higher education. The proposed curriculum is developed in two major phases: an introductory phase and a transitionary phase. The introductory phase is concerned with orienting students to the program and academic life, developing individual reading skills, and training the students in the processes of communication. The transitionary phase goes into three large areas: (i) Language and Its Development, (2) Speech and Listening, and (3) Literary Genres. The proposed curriculum at-tempts to begin with the language divergent student at his entering level of educational com-petence and develop him as an individual from there. (Author/WR)

ED 086 974

CS 200 890

Fisher, Eugenia May

A Linguistic Investigation of First Grade Children's Spelling Errors as They Occur in Their Written Compositions.

Note-98p.; Ed.D. Dissertation, University of Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box

1764, Ann Arbor, Michigan 48106 (Order No. 73-25,013, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Conso-nants, Doctoral Theses, *Error Patterns, *Grade 1, *Language Research, Linguistics, *Orthographic Symbols, Primary Education. *Spelling, Structural Analysis, Vowels The purpose of this investigation was to identi-

The purpose of this investigation was to identify patterns of spelling errors among first grade children by classifying these errors in terms of their orthographic structure. The children were equally divided into low, middle, and high ability groups according to the number of words in their identified was based as a medical in their words. individual word banks as produced in their writ-ten compositions. The classification scheme separated the errors into categories of name and non-name vowels and voiced and unvoiced consonants. Findings in the name vowel categories indicated more errors of omission than substitution across all three ability groups with 80 percent of these errors involving the vowels "a," "e," and "i." However, the non-name vowels included more substitution than omission errors and there were more differences in these types of errors within the three ability groups. Also, the overall percentage of substitutions systematically increased across the ability groups while the overall percentage of omissions systematically decreased. In the consonant categories, consistent types of substitutions appeared within both the voiced and unvoiced categories, with substitutions occurring most frequently among stops and fricatives. (Author/HOD)

ED 086 975

CS 200 891

Perceptions of the Language Arts Education in the Ohio Two-Year Technical College Programs. Pub Date 73

Note-173p.; Ph.D. Dissertation, The Ohio State University

Available from-University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-26, 817, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS. Descriptors—"Community Colleges, Doctoral Theses, *Educational Research, Higher Educa-

tion, *Junior Colleges, *Language Arts, *Voca-tional Schools

tional schools

The problem of this study was to identify the language arts program in Ohio two-year colleges with technical programs. Some of the research procedures involved: (1) a survey of the literature to gain background and direction; (2) development of items for the four questionnaires which would reveal the identity of the technical language arts program and the perceptions of the educational administrators, language arts instruc-tors, technical students, and employers of techni-cal graduates; (3) administering the two larger questionnaires in a pilot study; and (4) refining the items. Some of the major conclusions were: the Ohio colleges and universities ill equipped administrators and instructors for work in the twoyear technical colleges; there was no Ohio technical language arts program; there was a great awareness of the role and the purpose of the lan-

guage arts programs on the part of most technical guage arts programs on the part of noise recemend oducation administrators; and the "teach not research" slogan of the two-year technical col-leges needed abandoning. The study recom-mended establishing a state organization and publishing a professional journal for language arts instructors. (Author/WR)

ED 086 976 CS 200 892

Hillman, Judith Zoe Stevinson

An Analysis of Male and Female Roles in Two Periods of Children's Literature.

Note-170p.; Ph.D. Dissertation, The University of Nebraska

of Nebraska
Available from—University Microfilms, A Xerox
Company, Dissertation Copies, Post Office Box
1764, Ann Arbor, Michigan 48106 (Order No.
73-25,450, MFilm \$4.00, Xerography \$10.00)
Document Not Available from EDRS.
Descriptors—Book Reviews, "Characterization
(Literature), "Childrens Books, "Content Analysis, Doctoral Theses, Literary History, Literature, Role Theory, "Sex Discrimination,
"Stereotypes

*Stereotypes

In this study sex role standards attributed to characters in children's books were identified and analyzed. The sample of 120 books represented two time periods (the 1930s and the mid 1960s to 1971). The comparison between these periods indicated that the number of males was much greater than the number of females in the early period and in the recent period; the range of oc-cupations related to males was much broader in both periods; and of the seventeen categories of behaviors and emotions, eight remained constant while nine showed significant changes with respect to sex differences. Conclusions supported by the data were (1) aspects of masculinity and feminity that conformed to stereotypic traits were more prevalent in the early period; (2) dif-ferences in sex roles became most obvious when comparing the diversity of occupations related to sex (males were depicted in jobs associated with power and prestige while females were cast in domestic roles); and (3) females appeared to redefine their role to a greater extent than males according to the number of significant changes occuring in the categories of behavior and emo-tion. (Author/HOD)

ED 086 977 CS 200 893

Howells, Ronald Frederick

An Analysis of Editorial Freedom and Administra-tive Control of the Student Newspaper in the Four-Year Colleges and Universities in New York State.

Note-175p.; Ed.D. Dissertation, State University

Note—173D: Ed.D. Dissertation, State University of New York, Albany Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-24.359, MFilm 8-4.00 Xerography \$10.00)
Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Censorship,

Court Cases, *Court Litigacottege students, Court Cases, "Court Litiga-tion, Doctoral Theses, "Editorials, Federal Courts, Freedom of Speech, Higher Education, 'Journalism, Media Research, Press Opinion, State Colleges, State Universities, Student Publications, Student Rights Identifiers—New York, State Courts, Student

Identifiers—New Tork, State Courts, State Editors, Student Newspapers
The study was designed to investigate judicial decisions of state and federal courts concerning editorial freedom of the college and university student press to determine emerging legal rules, precedents, and trends in judicial decisions and to analyze the extent of editorial freedom and administrative control of the student press as per-ceived by student editors in colleges and universities in New York State. The population of the study consisted of editors-in-chief of the studentpublished newspapers in the four-year colleges and universities. The total population represented 98 institutions which were subgrouped by size of the student body and type of control for purposes of analysis. A principle has been firmly established by the courts that First Amendment freedom of the press protections apply to student-published newspapers at public collegiate institutions. College administrators at public institutions are viewed by the courts as state officials and as such are subject to the limitations established by the First Amendment of the United States Constitution and applied to the states in the Four-

teenth Amendment. The present investigation has shown that student newspapers are subject to both decreasing pre-publication and increasing post-publication censorship with small private institutions exerting greater control over the stu-dent newspaper. (RB)

ED 086 978 CS 200 894

Bate, Walter Jackson, Ed. Keats: A Collection of Critical Essays. Twentieth Century Views Series. Pub Date 64

Note-177p

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

nent Not Available from EDRS.

Descriptors—Authors, Biographies, English In-struction, *English Literature, Higher Educa-

struction, *English Literature, Higher Educa-tion, Imagery, Literary Analysis, *Literary Criticism, Literature Appreciation, *Nineteenth Century Literature, *Poetry, *Romanticism, Secondary Education Identifiers—*Keats (John) One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Walter Jackson Bate, T. S. Eliot, Douglas Bush, Richard H. Fo-pel, Jack Stillinger, Hayold Bloom, David Perking Bate, 1. S. Enot, Dougras Bush, Richard H. Fo-gle, Jack Stillinger, Harold Bloom, David Perkins, Earl Wasserman, and D. G. James--all dealing with the biography and literary work of John Keats. Designed for use by both literary critics and secondary and college teachers of English. this work would also be of value to undergradu-ate and graduate students of literature. Divided ate and graduate students of interactic. Strate into two sections, the essays include "Synaesthetic Imagery in Keats," "Negative Capability," "The Ode to a Nightingale," "The Ode to Autumn," and "The Two Hyperions." A chronology of important dates in Keats' Life, a brief set of biographical notes on the contributors to this collection, and a three part selected bibliography listing works containing Keats' poetry, biographical information, and critical studies complete the volume. (RB)

ED 086 979 CS 200 895

Ochler, John Summers, Jr.
A Study of Secondary School Humanities Programs in the United States. grams in the Pub Date 73

Note-184p.; Ed.D. Dissertation, University of North Carolina, Chapel Hill

North Carolina, Chapel Hill
Available from—University Microfilms, A Xerox
Company, Dissertation Copies, Post Office Box
1764, Ann Arbor, Michigan 48106 (Order No.
73-26,220, MFilm \$4.00, Xerography \$10.00)
Document Not Available from EDRS.
Descriptors—Course Content, *Course Descriptions, Course Objectives, Course Organization,

Doctoral Theses, *Humanities, *Humanities In-struction, *Interdisciplinary Approach, Na-tional Surveys, *Secondary Education

This study attempted to: (1) identify and describe the nature of rationales, purposes and objectives, content and content organization, methods and materials, time and staff organization, general organization, and student populations of secondary school humanities programs in the United States; and (2) identify and describe the major common characteristics of secondary ool humanities programs in the United State The study was based on an examination of the current literature related to the nature of secondary school humanities programs and a collection of data on humanities programs operating in secondary schools. The conclusions of the study secondary schools. The conclusions of the study were that programs varied in definitions, rationales, purposes, objectives, instructional techniques, materials, and student populations. Program contents appeared to be selected from the humanities disciplines and organized most often by cultural epochs. The common characteristics among the majority of the humanities. teristics among the majority of the humanities programs are discussed. (Author/LL)

ED 086 980 CS 200 896

Pratt, Sally Bourgois Career Development of Journalism and Mass Communication Faculty Members.

Note-189p.; Ph.D. Dissertation, University of Minnesota

Milliesota Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-25,647, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDR

Descriptors—Career Choice, Career Opportuni-ties, *College Faculty, College Instruction, Col-lege Programs, Departments, Doctoral Theses, Higher Education, Job Satisfaction, *Journal-ism, *Mass Media, *National Surveys, Teacher Background, *Vocational Development Expansion of journalism programs to accom-

modate both journalism majors and the increasing numbers of other students electing journalism numbers of numbers of outer students electing positions courses calls for more faculty members. Information on recruiting, preparing, and fostering the career development of such people is therefore needed. Drawing upon theories of career needed. Drawing upon theories of career development and previous empirical studies, a four-page questionnaire was developed and data gathered from 84 percent of 390 full-time and part-time faculty in 40 randomly selected departments of journalism and mass communication.

Results indicate that the career decisions of journalism feather alther the compared to nalism faculty came rather late compared to those of faculty in other fields; unsolicited job ofthose of faculty in other freets, unsolicited job of-fers were important in recruiting new faculty, particularly for part-time posts; preparation for this career typically included considerable media experience with a smaller proportion of earned doctorates than on college faculties generally, but records in publications and other professional serdoctorates than on congenitating generalized records in publications and other professional services were substantial; and journalism faculty derive much satisfaction from working with students. Though some dissatisfaction was expressed with certain conditions of service, four-fifths would again choose a career in college teaching. (Author/RB)

ED 086 981 CS 200 897

Gulker, Virgil Pub Date 73

Note-101p. Available from—Scarecrow Press, Inc., 52 Liberty St., P. O. Box 656, Metuchen, New

Jersey 08882 (55.00 cloth)

Document Not Available from EDRS.

Descriptors. *Books. *Correctional Rehabilitation, Institutionalized (Persons). *Institution Libraries, *Library Material Selection, Literacy, Literature, Prisoners, Program Descriptions, Reading Interests, *Reading Materials entifiers—Michigan, *Milan Federal Cor-Identifiers-Michigan,

rectional Institution

This book reports on an experiment in literacy which was carried out at the federal correctional institution in Milan, Michigan. Contents include: an introduction by Daniel N. Fader, "Walden's Bookshop," a discussion of a prison library; "The Bookshop, "a discussion of a prison library, "The Milan Library: A History of Immate Involvement", "Literature and the Clientele," a discussion of immate reading interests; "The Selection of Books", "The Prison Administration and the Library", "The Selection Procedure: Implications for the Classroom", "The Library: Educational Imperative", and "Epilogue." The book concludes with an extensive 34-page list of titles of essential reading materials, and the index refers to numerous books discussed in the preceding to numerous books discussed in the preceding

CS 200 898

Cianciolo, Patricia Jean, Ed.

Picture Books for Children.

American Library Association, Chicago, Ill.; National Council of Teachers of English, Urbana,

Pub Date Dec 73
Note—159p.; Prepared by the Picture Book
Committee, Subcommittee of the National
Council of Teachers of English Elementary Booklist Committee Available from—National Council of Teachers of

English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 43287, \$5.95 non-member, \$5.40

(Stock No. 43287, \$5.95 non-member, \$5.40 member); American Library Association, 50 E. Huron St., Chicago, Ill. 60611 (\$5.95) Document Not Available from EDRS.
Descriptors—*Annotated
Bibliographies, *Bookists, Book Reviews, *Childrens Books, *Illustrations, *Library Material Selection, Reading Materials, Reading Materials, Pricture Books, *Pricture Books, *Illustrations, *Library** Pricture Books, *Illustrations, *Library** Pricture Books, *Illustrations, *Library** Pricture Books, *Illustrations, *Illust Identifiers-Childrens Literature, *Picture Books

Identifiers—Childrens Literature, *Picture Books This annotated bibliography is intended to serve as a resource and guide for persons con-cerned with the selection of picture books that are of interest to children of all ages and backgrounds. All the entries are hardbound (although many are also available in paperback) and were in print at the time the guide was completed. Each title was evaluated by members of the Picture Book Committee of the National

Council of Teachers of English. Books were selected on the basis that they "provide children with enjoyable, informative, and discriminating literary experiences; foster the habit of reading; and initiate an appreciation for and understand-ing of graphic arts." The age range of reader ap-peal or interest is indicated and comments on the story or theme as well as the style of art and the media used in creating the illustrations is provided in the annotation. Divided into four categories (Me and My Family, Other People, The World I Live In, and The Imaginative World) are works of fiction, nonfiction, and poetry. In addition to the bibliographic list, an index of authors, illustrators, and titles is included. (HOD)

ED 086 983

CS 200 907

Guicharnaud, Jacques, Ed. Moliere: A Collection of Critical Essays. Twentieth Century Views Series. Pub Date 64

Note-186p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *Comedy, *Drama, English Instruction, *French Litera-ture, Higher Education, Literary Analysis, *Literary Criticism, Literature Appreciation, Secondary Education, *Seventeenth Century Literature

Identifiers—*Moliere
One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Jacques Guicharnaud, Rene Bray, Gustave Lanson, Alfred Simon, Will G. Moore, Ramon Fernandez, Paul Benichou, Lionel Gossman, Andre Villiers, James Doolittle, H. Gaston Hall, Robert J. Nelson, Jacques Copeau, Charles Dullin, J. D. Hubert, and Jacques Audiberti--all dealing with the biography and literary work of Moliere. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. Divided into four sections, the essays include "Moliere and Farce," "The Comedy of Will," "The Comic Hero and His Idols," "The Humanity of Moliere's Don Juan," and "The Doctor's Curse." A chronology of im-portant dates in Moliere's life, a brief set of biographical notes of the contributors to this collecand a 64-item selected bibliography of works on Moliere complete the volume. (RB

Steiner, George, Ed. Fagles, Robert, Ed. Homer: A Collection of Critical Essays. Twentieth Century Views Series.

Note—178p. Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth; \$1.95 paper)

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *Classical Literature, English Instruction, *Epics, *Greek Literature, Higher Education, Literary Analy sis, *Literary Criticism, Literature Apprecia-tion, *Poetry, Secondary Education Identifiers—*Homer

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by George Steiner, Leo Tolstoy, Ezra Pound, Erich Auerbach, Edwin Leo Tolstoy, Ezra Pound, Erich Auerbach, Edwin Muir, Cedric H. Whitman, Albert B. Lord, W. H. Auden, Ernst Bloch, Georg Lukacs, C. Day Lewis, Gabriel Germain, Franz Kafka, Rachel Bespaloff, Robert Fitzgerald, George E. Dimock, Jr., W. B. Stanford, Robert Graves, John Cowper Powys, W. D. Snodgrass, T. E. Shaw, Frank Budgen, C. P. Cavafy, Robert Fagles, and D. H. Lawrence--all dealing with the biography and literary critics and secondary and college teachers. ilterary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of litera-ture. Essays include "Fire and Other Elements," "The Name of Odysseus," "Preface to Homer and the Aether," and "Epilogue: Homer and the Writers." A brief set of biographical notes on the contributors to this collection and a 39-item selected bibliography of works on Homer complete the volume. (RB)

ED 086 985 CS 200 915

Harbage, Alfred, Ed.
Shakespeare, The Tragedies: A collection of Critical Essays. Twentieth Century Views Series.
Pub Date 64.

Note-181p

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *Drama, English Instruction, *English Literature, Higher Education, Literary Analysis, *Literary Criticism, Literature Appreciation, "Renaissance Literature, Secondary Education, "Tragedy Identifiers—"Shakespeare (William) One of a series of works aimed at presenting

contemporary critical opinion on major authors, this collection includes essays by Alfred Harbage, H. B. Charlton, Willard Farnham, H. T. Price, Donald A. Stauffer, Brents Stirling, Maynard Mack, Helen Gardner, C. S. Lewis, Alvin Kernan, Mack, Helen Outdier, C. S. Lewis, American Refrancis Bernard Spivack, L. C. Knights, Francis Fergusson, G. Wilson Knight, Arthur Sewell, Mark Van Doren, S. L. Bethell, and Harry Levin-all dealing with the biography and literary work of with the biography and literary work of Shakespeare. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. dergraduate and graduate students of interature. Essays on Shakespeare's tragedies include "Construction in Titus Andronicus," "The World of Hamlet," "Othello: An Introduction," "Macbeth as the Imitation of an Action," and "Character and Society in King Lear." A chronology of important dates in Shakespeare's life, a brief set of biographical notes on the contributors to this col-lection, and a 52-item selected bibliography of works on Shakespeare complete the volume.

ED 086 986 CS 200 921

Lesgold, Alan M.

Variability in Children's Comprehension of Syntactic Structures.

Pittsburgh Univ., Pa. Learning Research and

Development Center.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C. Pub Date 73

Note-16p

EDRS Price MF-\$0.65 HC-\$3.29

*Elementary Descriptors-Comprehension, Grades, Language Research, Linguistics, *Pronouns, *Reading Comprehension, Reading Research, *Sentence Structure, *Syntax

In this report data are presented that challenge the difficulty ordering for anaphoric syntax (e. g., pronouns) proposed by Bormuth, Manning, Carr, and Pearson in 1970. It is suggested that any such difficulty ordering resulting from tests of the form proposed by Bormuth (1970) will have uncontrolled variability due to semantic factors that have yet to be carefully analyzed and controlled. (Author)

ED 086 987

CS 200 928

MacDougall, Curtis D.

What Journalism Education Should Be All Abo Pub Date Aug 73 Note—17p.; Paper presented at the Annual Meet-

ing of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, *Curriculum Development, Curriculum Planning, Degree Requirements, *Educational Philosophy, Elec-tive Subjects, Higher Education, *Journalism, News Reporting, "Teaching Techniques, Un-dergraduate Study, Writing Skills Journalism is a profession, and the academic

preparation for it whould be emulative of professional schools such as medicine and law rather than of liberal arts colleges. The purpose of edu cation for journalism should be to produce the best possible newsgatherers, that is, reporters. In addition to preparing students in the basics of journalism, the journalism curriculum should take cognizance of the social sciences with the objective of correlating the instruction in the social sciences with journalism courses. The journalism student should be taught to conduct secondary and primary research, making limited use of the hypothesis approach. Teachers and students should become better acquainted through

reduced class sizes, allowing closer attention to individual student's needs; and curriculum designers should increase the number of journalism courses while reducing liberal arts requirements. (Teaching techniques aimed at developing the skills and qualities necessary to produce first-rate reporting are included). (RB)

ED 086 988

Alvir, Howard P. Selected Extracts from "How to Keep Educational Research from Gathering Dust on a Library Shelf."

Pub Date [73]

Note—25p.; Unpublished study by the Associate in Educational Research, New York State Education Department EDRS Price MF-\$0.65 HC-\$3.29

escriptors—*Educational Research, Research Methodology, *Research Needs, *Research Problems, *Study Guides

This study guide is intended to help researchers conduct and write research that can be used by conduct and write research that can be used by the practitioner. The contents include: "The Origin of the Document"; "The Utilization of the Document"; "Products of National and Interna-tional Significance"; "The Matrix of This Study Guide: How to Keep Educational Research from Gathering Dust on a Library Shelf": "Knowledge Evaluation Pretest": "Performance Evaluation Pretest": "Attitude Evaluation Pretest": "Underutilizing Research and Overutilizing Research"; "Can a Research Project Have More Than One Objective?"; "Some Steps You Can Take to Make Sure That Your Research Doesn't Just Sit on the Shelf"; "Developing Professional Contacts with Your Readers"; "Getting Research Off the Dusty Library Sheff"; and "Sources of Additional Information." (WR)

ED 086 989 CS 200 932

Nelsen, David R. Starck, Kenneth
The Newspaper Ombudsman as Viewed by the
Rest of the Staff.

Pub Date Aug 73 Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22, 19731

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, *Journalism, *Newspapers, *Ombudsmen, Question Answer Interviews, Questionnaires, *Role Perception, Surveys, Work Attitudes

Identifiers-Saint Petersburg Independent, Saint

Petersburg Times

In a case study involving the St. Petersburg, Florida, "Times" and "Independent," two questions were asked: How is the newspaper ombudsman perceived by the other members of the staff, including both management and non-management? and How do opinions about the ombudsman differ, if at all, between a newspaper staff which has an ombudsman and one which does not? Respondents for the study consisted of news staff and management who work in the St. Petersburg offices. Some of the findings were that: employees of a newspaper where there is an ombudsman are generally more supportive of the concept than employees of a newspaper where there is no ombudsman; employees on both newspapers were very close in describing the ideal ombudsman; longer term employees dis-played greater company loyalty and greater support for the ombudsman concept; the role of the ombudsman gains in respect and support from staff members after the function is fulfilled and the ombudsman proves himself; management and nonmanagement employees agreed on the value and effectiveness of the ombudsman; and more women than men indicated that the access editor has greater importance to the newspaper's image, but they accorded him less authority than did the

ED 086 990 CS 200 942

Peliz, Fillmore Kenneth
The Effect Upon Comprehension of Repatterning
Materials Based on Students' Writing Patterns.
Pub Date 73

Note-168p.; Ph.D. Dissertation, Hofstra Univer-

stty Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16,763, MFilm 84.00, Xerography \$10.00) Document Not Available from EDRS.

Descriptors—Cloze Procedure, Composition (Literary), *Doctoral Theses, *Grade 10, *Language Patterns, Language Research, Secondary Education, *Sentence Structure, Social Studies, Syntax Identifiers—*Sentence Repatterning

This study tested the effect upon comprehension of repatterning passages from a tenth grade social studies text by approximating the syntactic patterns found in a transformational analysis of the writing of the tenth grade subjects expected to read the text. The thirty-four subjects were asked to write 1,000 words of prose dealing with asked to write 1,000 words of possed earing with social studies content. The passages were repat-terned, and 16 cloze comprehension tests were constructed over each of the eight original and eight repatterned passages. A single multiple-cho-ice test was constructed for both the original and repatterned versions of each of passages two four, six, and eight. While there was no significant difference in the number of correct responses to the multiple-choice questions, the results showed significantly more correct responses to cloze items based upon the repatterned passages.
(Author/HOD)

ED 086 991

CS 200 946

Laird, Charlton You and Your Language. Pub Date 73

Note-182p. Available from-Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95 cloth, \$2.45 paper)

nent Not Available from EDRS.

Descriptors—*Diachronic Linguistics, Dialects, Etymology, Grammar, *Language, Language Development, *Language Role, *Language Styles, Language Universals, *Language Usage, Literature, Semantics, Synchronic Linguistics, Writing

The structure, complexity, and peculiarities of the English language are examined in this book, which begins with a discussion of the nature of language. Chapters are devoted to (1) naming-"Language as Answer to a Need"; (2) grammar-"Language as Economy"; (3) words-"Language as the Finding of Minds"; (4) etymology-"Lan-guage to Stretch Brains With"; (5) application-"Language to Stretch Brains With"; (6) borrow-"Language to Stretch Brains With"; (6) borrow-ing and affixing-"Language to Work With"; (7) language learning-"Language to Play With, In-cluding Slang"; (8) dialects-"Language Working in Its Own Way"; (9) usage-"Language as Fashion"; (10) writing-"Language, the Mother of Tools"; (11) literature, rhetoric, learning, professions, and business-"Language as Growth"; (12) the Whorfian hypothesis--"Language as God"; and (13) "Language and the Future." (HOD)

CS 200 949

Unterecker, John, Ed. Yeats: A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 63 Note-180p.

Available from-Prentice-Hall, Inc., Englewood

Cliffs, New Jersey 07632 (\$1.95 paper)
Document Not Available from EDRS.
Descriptors—Authors, Biographies, Drama, English Instruction, *English Literature, Higher gish instruction, *Engish Literature, Higher Education, Literature Appreciation, Philosophy, *Poetry, Secondary Education, Symbolism, *T-wentieth Century Literature Identifiers—*Yeats (William Butler)

One of a series of works aimed at presenting contemporary critical opinion on major authors, contemporary critical opinion on major autnors, this collection includes essays by John Unterecker, W. H. Auden, High Kenner, Giogio Melchiori, Frank Kermode, W. Y. Tindall, T. S. Eliot, R. P. Blackmur, Alex Zwerdling, Curtis Bradford, D. J. Gordon, Ian Fletcher, A. G. Stock Aller Tota and Richard Elizanous Illegeneral Medical Control of the Control Stock, Allen Tate, and Richard Ellmann--all dealing with the biography and literary work of Wil-liam Butler Yeats. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to un-English, this work would also be of value to un-dergraduate and graduate students of literature. Essays include "Faces and False Faces," "The Symbolism of W. B. Yeats," "W. B. Yeats: Varia-tions on the Visionary Quest," "Byzantium," and "Yeats' Romanticism." Achronology of important dates in Yeats' life, a brief set of biographical notes on the contributors to this collection, and a

selected bibliography of works on Yeats complete the volume. (RB)

ED 086 993

CS 200 950

McDonald, Ellen Jean Baird The Development and Evaluation of a Set of Multi-Media Self-Instructional Learning Activity Packages for Use in Remedial English at an Urban Community College.

Pub Date 73 Note-245p.; Ed.D. Dissertation, Memphis State

Available from-University Microfilms, A Xerox Available from—University Microtinns, A Active Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-22,636, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS.

Descriptors-Achievement, *Autoinstructional Aids, Community Colleges, Doctoral Theses, *English Instruction, Higher Education, Independent Study, *Remedial Instruction, *Sentence Structure, Structural Linguistics, Syntax, *Teaching Methods

The purpose of this investigation was to com-pare the effects on achievement and attitude of a method of teaching using multi-media self-instructional learning activity packages, with the conventional method of teaching by lecture and discussion. The subjects were 126 community college students enrolled in remedial English classes. Two instructors were each randomly assigned to a control group and an experimental group. The experimental groups received instruction in the ten basic sentences patterns of struc-tural linguistics by means of three multi-media self-instructional learning activity packages self-instructional learning activity packages developed for this study. The control groups were instructed in the same content matter by the conventional lecture-discussion method. vestigation was conducted during a four-week period in the winter of 1973. Some of the results indicated that: students in the experimental group showed a significant difference in posttest scores on the criterion measures; and students in the experimental group on the post-experimental at-titude measure scored significantly higher than students in the control groups, although a pretest analysis revealed no significant differences between the groups. (Author/WR)

CS 200 951

Moslemi, Marlene Hache The Effects of an Intensive Unit of Instruction in Creative Writing on the Creative Compositions of Secondary School Students. of Seconda Pub Date 73

Note-178p.; Ph.D. Dissertation, Southern Illinois

University

Available from—University Microfilms, A Xerox
Company, Dissertation Copies, Post Office Box
1764, Ann Arbor, Michigan 48106 (Order No.
73-23,704, MFilm \$4.00, Xerograph \$10.00)

Document Not Available from EDRS.
Descriptors—Creative Activities, *Creative Expression, Creative Thinking, *Creative Writing,
*Creativity, Doctoral Theses, Educational Research, *English Instruction, Grade 9,
Secondary Education, Self Evaluation,
*Teachine Techniques, Writing Skills Secondary Education, Self Evaluation, *Teaching Techniques, Writing Skills The purpose of this study was to test the

teachability of creativity. An experimental design (including pretesting and posttesting, control and experimental groups, and a teaching unit) was used to test the general hypothesis that creativity can be enhanced by the treatment of a teaching unit using audio-visual materials. The subjects were 101 ninth grade students of average ability in four English classes. The two English teachers in charge of the four classes taught the threeweek training unit for the two experimental groups. There were 53 students in the experimental groups and 48 in the control groups. The hypothesis that a three-week unit on creative writing can improve the creative-writing abilities of the students was not supported by the data. A significant difference in favor of the experimental group was revealed in posttesting (Torrence Test of verbal fluency, and flexibility). Other dif-ferences such as self-rating writing and originality of composition were in the desired directions. The most successful part of the study was the high inter-rater reliability achieved by the three judges in the marking of the compositions. (Author/WR) ED 086 995 CS 200 956 Hewick, Walter E.

Students and Teachers Develop English Curricu-lum. Final Report.

District of Columbia Public Schools, Washington,

D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washing-

Pub Date 16 Aug 73

Note-48p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Curricu-lum Evaluation, *English Curriculum, *Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, Grade 10, *High School Curricu-

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The purpose of this evaluation was to determine the relative effectiveness of a tenth grade English curriculum collectively constructed by students and teachers. Twenty-two tasks were for mulated to give direction to the evaluation. To effectively and adequately diagnose the soundness of the project, a multi-criterion approach was adopted executing the following activities: (1) the administration of evaluation instruments to a random sample of pupils involved in the project; (2) the administration of a questionnaire to solicit the participating teachers' subjective reactions on several aspects of the project; (3) special con-ferences with the involved teachers; (4) evaluator's interaction with both teachers and directors; (5) direct observations by the directors of the project; and (6) evaluators' interactions with directors. From the results it was concluded that the project was successful, with the teachers, stu-dents, directors, and observers profiting in several ways. Task evaluations are listed under each task described. (HOD)

ED 086 996 CS 200 960

Bretnor, Reginald, Ed. Science Fiction: Today and Tomorrow.

Note-342p. Available from-Harper & Row, Publishers, Inc 10 East 53rd Street, New York, N.Y., 10022 (\$7.95 cloth)

(\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—*Authors, *Creative Writing, Essays, *Literary Criticism, Literature, Mass Media, Publications, Publishing Industry, *Science Fiction, Teaching, Technological Advancements.

A critical symposium on science fiction, this book features essays (by Ben Bova, Frederik Pohl, George Zebrowski, Frank Herbert, Theodore Sturgeon, Alan E. Nourse, Thomas N. Scortia, Reginald Bretnor, James Gunn, Alexei and Cory Panshin, Poul Anderson, Hal Clement, Anne McCaffrey, Gordon R. Dickson, and Jack Williamson) dealing with such subjects as: the role of science fiction; the publishing of science fiction; science fiction and the visual media; science fiction and a world of crisis; science fiction, morals, and religion; science fiction and man's adaptation to change; science fiction as the imaginary experiment; science fiction in the age of space; science fiction, new trends and old; the creation of imaginary worlds; and creation of imaginary beings; romance and glamour in science fiction; plausibility in science fiction; and science fiction, teaching, and criticism. A bibliography of books discussing science fiction is inided. (LL)

ED 086 997 CS 200 962

Kochman, Thomas, Ed.
Rappin' and Stylin' Out: Communication in
Urban Black America. Pub Date Nov 72

Note-424p.

Available from--University of Illinois Press, Urbana 61801 (\$12.50 cloth, \$4.95 paper) Document Not Available from EDRS.

Descriptors—Black Community, Body Language, Communication Skills, Cultural Environment, Cultural Events, *Expressive Language, Language Usage, *Negro Culture, Negro Dialects, Negroes, *Nonverbal Communication, *Oral Communication, Oral Expression, *Role Perception, Speech Skills, Urban Population, Verbal Ability

As the title suggests, this book specifically attempts to illuminate the communicative habits and expressive life-style of urban black Americans within the community setting. The volume consists of four sections: "Nonverbal Communi-cation," "Vocabulary and Culture," "Expressive Uses of Language," and "Expressive Role B Behavior." Articles in the first section focus on time structures, kinesic interaction among Afro-Americans within the urban scane the difficulties. Americans within the urban scene, the difficulties of re-creating an oral event through the printed word, expressive performance styles, and selected physical movements within a black audience. The second section recognizes that vocabulary em-bodies and reflects the cultural perceptions and preoccupations of its speakers. The articles reinforce this notion whether they are concerned with race, soulfulness, survival and power, names and being bad, or with movement, control, and contest. The third section reflects various aspects of verbal art that are part of the black oral tradi tion, such as preaching in the black church, street-corner parlance, "talking broad," and ritual insults. The last section examines in greater detail the role attributes of the gang-banger and the hustler (HOD)

ED 086 998

CS 200 963

Livingston, James T.
Derek Walcott: Poet of the New World.

Pub Date Nov 71

Note—IIp.; Paper presented at the Annual Meet-ing of the National Council of Teachers of En-glish (61st, Las Vegas, Nov 25-27, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Creative Writing, *Literary Criticism, *Literary In-fluences, Literary Syles, Literature Apprecia-tion, *Poetry, *Poets, Satire, Symbols (Litera-

Identifiers-Caribbean, *Walcott (Derek) Derek Walcott is the major voice of the Caribbean naissance. His strength lies in the creative tension between the particularity of his Caribbean setting and the universalities of his theme and style. His stylistic influences and allusions resemble those of Donne, Marvell, Yeats, Hopkins, Pound, Ransom, Spender, Lowell, and Graves.
Passages of his poetry resemble Eliot's "Prufrock" in parody, Thomas in tone, and Auden
in satire. The constellation of thematic polarities
is responsible for much of the creative power in the poems of Walcott. Fundamental to all of the poems of watcott. Fundamental them is Walcott's understanding of the difference between the poles of the New World and the Old. Isolation is the most prominent of Walcott's themes, the isolation of the individual in the modern world, the isolation of the Caribbean from the world's centers of culture and power, and finally the isolation from history that is inherent in the New World poet and his bitter optimism. (LL)

ED 086 999

CS 200 965

Wardell, Patricia Murray The Development and Evaluation of a Reading Program Designed to Improve Specific Skills in ding a Newspaper.

Pub Date 73

Note-513p.; Ed.D. Dissertation, Boston University School of Education Available from—University Microfilms, A Xerox

Available from—University Microfilms, A Xcrox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-23,625, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS. Descriptors—*Critical Reading, Doctoral Theses, Grade 9, *Newspapers, Reading, Reading Com-prehension, Reading Improvement, Reading In-struction, *Reading Materials, *Reading Pro-grams, Reading Research, *Reading Skills The purpose of this study was to increase stu-dents' ability to locate specific information and to

dents' ability to locate specific information and to distinguish between facts and opinions, major and minor details, and favorable and unfavorable statements in reading a newspaper. A workbook containing a minimum of ten exercises. a mastery skill sheet, and six supplementary exer-cises in each skill was prepared. In the various phases of this study 1220 students participated. The final phase was comprised of 300 ninth grade Inc haar phase was comprised of 300 mint grade students. Standardized tests administered were: Otis-Lennon Mental Ability Test-Form J; California Reading Test, Junior High Level-Forms W and Y; and Watson-Glasner Critical Thinking Appraisal-Forms YM and ZM. Some of the conclusions and implications based on the

findings were: students' proficiency in distinguishing between facts and opinions and between major ideas and minor details and their total newspaper reading ability is increased through classroom use of materials based on actual newspaper writings; student in ninth grade exhibit proficiency in the skill of locating information; and students with high intelligence and low socioeconomic level, and students with low intelligence and high socioeconomic level seem to benefit most from instruction in newspaper reading skills. (Author/WR)

ED 087 000 CS 200 967

Wang, Margaret C. And Others The Development of the Language Communication Skills Task

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C. Pub Date 73

Note-34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, *Communication Skills, *Evaluation Techniques, Inner City, Language Skills, *Linguistic Competence, Oral Communication, Oral Expression, Primary Grades, Public Schools, Task Performance, *Test Reliability, *Test Validity

Identifiers-*Language Communication Skills

The purpose of this study was to investigate the Language Communication Skills Task (LCST), a technique developed to study the characteristics of effective language communication behavior of young children. The 112 subjects included in the study were randomly selected from three grade levels in an inner-city public elementary school located in Pittsburgh, Pennsylvania. Tasks were administered to one pair of children at a time. The children were randomly paired within each classroom of a given grade level, and each pair of children worked on both sets of tasks in two separate sessions, so that each child had a turn to play the receiver and presenter role. Results in-dicated that: the LCST is a reliable and valid technique for assessing particular characteristics of language communication skills of young children; an increase in the communication proficiency and the linguistic proficiencies was observed with age; outcomes of the criterion scores obtained from children of similar age range and social background depend on the quality of verbal messages transmitted by the presenter; subscores that contributed to the success of the criterion task were related to the position and location of the object and to the receiver's ability to ask questions and the presenter's ability to answer those questions. (RB)

ED 087 001 CS 200 969 Games and Activities, Volume 1, Part A: Drama; Levels A-B (Grades 1 and 2).

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-8-0143

Pub Date 72

Contract—OEC-0-8-080143-3701

Note-60p.; See related documents CS200970-973. ED 078 446 and ED 075 824-ED 075 855 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Creative Dramatics, *Curriculum Guides, *Dramatic Play, Dra-matics, *Grade 1, *Grade 2, Nonverbal Com-

munication, Puppetry
Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English Project, this curriculum unit contains drama activities intended for grades one and two. The activities are not ordered in a definite sequence; rather they are meant to be used as the opportunity arises. The activities are divided into (1) exercises based on puppetry, including a puppet hunt, the making of puppets, and puppet plays; (2) selected individual lessons using body movement to express thought and character and to focus student attention on a specific idea, such as happiness or trouble; and (3) short activities intended for one- to five-minute interludes. The short activities focus on holidays and seasons, senses, animals, play, make-believe, and miscel-laneous. (HOD)

ED 087 002 CS 200 970

Games and Activities, Volume 1, Part B: Composition, Levels A-B (Grades 1 and 2). Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-8-0143

Pub Date 72 Contract-OEC-0-8-080143-3701

Note-95p.; See related documents CS 200 969, CS 200 971-973, ED 078 446 and ED 075 824-ED 075 855

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Games, Composition (Literary), *Composition Skills (Literary), *Curriculum Guides, Elementary Education, *Grade 1, *Grade 2, Language Arts, Oral En-glish, *Speech Skills Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit on composition games and activities is intended for grades one and two. Each lesson contains a sequence of teacher-directed activities intended to arouse children's interests, help them discover things they wish to say, and then lead them to present their thought and feedings either world, or in their thoughts and feelings either orally or in writing. The first set of games explores the possibilities of constructing sentences with interesting adjectives, helping students hear and enjoy the sounds of our language, encouraging students to choose vivid, descriptive words, developing skills choose vivid, descriptive words, developing skills in telling a story sequentially and in forming complete sentences, and developing sensory awareness and imaginative thinking. The second set of activities helps students develop a background of experiences in thinking and speaking by providing for growth in oral language the set of the set stimulating class discussions, guided individual thinking and planning times, and opportunities to share oral compositions. The third set of activities involves writing experiences and is planned to complement the suggested composition activities. Most of the games are planned to be played in small groups and can profitably be played more than once. Flash cards are provided with some of the activities. (HOD)

ED 087 003 24 CS 200 971 Games and Activities, Volume 1, Part C: Language; Levels A-B (Grades 1 and 2).

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-8-0143

Pub Date 72

Contract-OEC-0-8-080143-3701

Note—115p.; See related documents CS 200 969-970. CS 200 972-973. ED 078 446 and ED 075 824-ED 075 855; For processing purposes, sample material has been changed to a format which will reproduce

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Road, Ur-bana, Illinois 61801, Attention Documents Coordinator EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Educa Games, Elementary Education, *Grac *Grade 2, Language, *Language Arts, *Grade tence Structure, Word Recognition
Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit on language games and activities is intended for grades one and two. The games and activities are designed to make the child aware of language indirectly by requiring him to construct sentences of various kinds, observe relations between parts of sentences and observe relations between parts of sentences and between words, use various kinds of sentence parts in the proper place, construct words, alphabetize, categorize, and focus attention on the sounds of language. For the child the emphasis is on the game; the specific objective, how-ever, is stated at the beginning of each game or activity. Sample sets of material for the first eight games are provided in separate manila folders which are labeled with the name of the game and instructions for using the materials. Many of the lessons also include supplementary materials con sisting of such things as tapes, charts, overhead projector materials, and activity cards. (HOD)

CS 200 972 ED 087 004 Poems, Volume 2; Levels A-B (Grades 1 and 2). Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-8-0143

Pub Date 72

Contract-OEC-0-8-080143-3701

Note-220p.; See related documents C\$200969-971, C\$200973, ED078446 and ED075824-EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Composition (Literary), *Curricu-lum Guides, *Grade 1, *Grade 2, Language Arts, Listening Comprehension, *Literature Appreciation, *Poetry, Reading Comprehen-

sion

Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English
Project, this curriculum unit on poetry is intended for grades one and two. The primary objective of the unit is to encourage the appreciation of poetry among children. The suggested
questions or exercises are limited to simple comprehension or discussion questions, no attent is prehension or discussion questions; no attempt is made at any sort of formal literary study. Because of the limited ability to read among children at this level, many of the poems will have to be read by the teacher. The sixty-nine poems are accom panied by introductory suggestions, stated objectives for comprehension and composition, activities, and drawings. (HOD)

24 ED 087 005 CS 200 973 Stories, Volume 3; Levels A-B (Grades 1 and 2).
Oregon Univ., Eugene. Oregon Elementary English Project.

gish Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 72

Contract-OEC-0-8-080143-3701

Note-103p.; See related documents CS200969-972. ED 078 446 and ED 075 824-075 855 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Composition (Literary), *Curricu-lum Guides, Dramatics, *Grade 1, *Grade 2,

lum Guides, Dramatics, "Grade I, "Grade 2, Language Arts, Listening Comprehension, Literature Appreciation, "Story Reading Identifiers.—"Orgon Elementary English Project Developed by the Oregon Elementary English Project, this curriculum unit on stories is intended for grades one and two. The purpose of the unit is to build in students a foundation for manyment of literature. The ungested questions enjoyment of literature. The suggested questions or exercises that deal with the stories are limited to simple comprehension or discussion questions; no attempt is made at formal literary study Traditional versions rather than simplified adapta tions were chosen since it was felt that students tions were chosen since it was felt that students have a listening vocabulary which permits them to understand the original versions. The nineteen stories are accompanied by suggested introductory activities, dramatic activities, composition activities, comprehension activities, and stated objectives. Also included are drawings for the overhead projector which can be used with one of the selections. (HOD)

ED 087 006 CS 200 979

Lin, Julia C.
Modern Chinese Poetry: An Introduction.

Pub Date

Available from—University of Washington Press, Seattle, Washington 98105 (\$10.00 cloth,

Document Not Available from EDRS.

Document Not Available from EDRS.
Descriptors—Chinese, "Chinese Culture, "Literary Analysis, Literary Criticism, "Poetry, "Poets, "Twentieth Century Literature lentificers—Chinese Literature, "Chinese Poetry This study examines the rise and development of the new genre of Chinese poetry, from 1919 to the present, focusing on the period's major poets and several lesser neets. Style, themes, characand several lesser poets. Style, themes, characteristic techniques, faults and virtues, major concerns, and important contributions of each poet are discussed. Part 1, which covers the period before 1917, discusses tradition and transition. Part 2, which covers the years from 1917-37, con-2, which covers the years from 1917-37, considers the pioneers, the formalists, and the symbolists. Part 3, which deals with 1937-49 and after, discusses the war period and the rise of "-Proletarian" poetry, and poetry after 1949. A selected bibliography of books of and about Chinese poetry is included. (LL)

ED 087 007 CS 200 980 Politzer, Robert L

Politzer, Robert L.

Problems in Applying Foreign Language Teaching Methods to the Teaching of Standard English as a Second Dialect. R and D Memorandum 40. Stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RDM-40
Pub Date Dec 68
Contract—OEC-6-10-078
Note—22D.

Contract—OEC-0-10-078
Note—22p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Cultural Factors, "Language Instruction, "Learning Motivation, "Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage, Teacher Attitudes, Teacher Education, "Teaching Methods, "Ten!
This booklet comments on the second dialect

teaching situation with special emphasis given to the role of the native dialect, the definition of the standard dialect, special factors affecting the pu-pil, teaching methodology, and teacher training. The first section examines dialects associated with the influence of a specific foreign language, pidgin or creole, and social or regional substan-dard varieties of English with particular emphasis on the latter and its pedagogical implications. The second section discusses the definition of standard English, and the third section focuses on standard English, and the third section focuses on special considerations concerning the learning situation of the pupil, that is, integrative versus instrumental motivation and differences between the theories of cultural deprivation and cultural differences. Teaching methodology, especially foreign language teaching, is discussed in section four. Finally, teacher training recommendations stressing the need for teachers to possess an attitude which recognizes that substandard dialects are regular systems of communication in their own right are discussed in the last section.

(HOD)

ED 087 008 CS 200 981

Higginbotham, Dorothy C.
Implications of Psycholinguistic Research for Language Learning in the Elementary School.
Pub Date Nov 71
Note. 15: 18-18-18

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, November 25-27, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors— *Child Language, Dialect Studies, *Educational Research, *Language Develop-ment, Language Proficiency, Language Research, *Language Skills, Linguistics, *Psycholinguistics, Reading, Sociolinguistics, Verbal Ability

This paper discusses some of the educational potential of psycholinguistic research. The first area discussed is the educational implications of area discussed is the educational implications of the human capacity for acquiring language. Stu-dies cited cover topics related to the universality of language acquisition, children's mastery of basic grammatical devices, neurophysiological states of readiness, psychological processing of the environment, psychological processing of the environment, psycholinguistics and reading, and structure words. The second area discussed is the implications of language usage. Research discussed in this area relates primarily to social and environmental variables which may provide a key to understanding individual and group dif-ferences in language behavior. Particular areas of research discussed include: dialect instruction, verbal interaction in families, code selection, and research discussed include: dialect instruction, verbal interaction in families, code selection, and language styles. Several conclusions are presented: the preschool years are the most critical for language acquisition; all languages share the same potential for expression; the implicit howeledge of the limpuisite system acquired as knowledge of the linguistic system acquired as the child learns to speak the language can facilitate his acquisition of other language skills; and a restricted communication code may be impeded in some aspects of school learning. (WR)

ED 087 009 CS 200 984 CS 200 984
Stratta, Leslie, Ed.
Patterns of Language: Explorations of the Teaching of English.
Pub Date 73

Note-241p.; Published by Heinemann Educational Books

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 26982, \$2.95 nonmember, \$2.65 member)
Document Not Available from EDRS.

escriptors—Composition (Literary), Drama, Drama Workshops, English Curriculum, En-glish Departments, *English Education, *En-glish Instruction, Inservice Education, *Lan-Descriptors-

tion to the changes in content emphases and methods during the last decade. It contains six chapters. "Personal Response and Writing" chapters. "Personal Response and writing discusses purposes in writing, self-expression, form, roles of the teacher, categories of writing, and audience and readership. "Literature and Interpretation" considers approaches to literature, functions of literature, workshop treatments of literature, and implications for the clusters of literature, and implications for the classroom. "Extended Projects and Thematic Work" "Extended Projects and Thematic Work" discusses planning, organizing, and researching themes. "Language and Experience" focuses on language and life style, speech and life style, language study in the classroom, and language for the teacher. "Classroom interaction" discusses the importance of talk, the teacher and the class, and lessons. "The English Teacher" discusses the English department and in-service education. Three appendixes. "The Workshop in English as Three appendixes, "The Workshop in English as a Second Language," "Considerations When Marking," and "Writing from the Workshops," Marking," and "V are included. (LL)

ED 087 010

CS 200 986

Takaki, Ronald T. Violence in the Black Imagination: Essays and

Pub Date 72

Note-348p.

Available from-G. P. Putman's Sons, Capricorn Books, 200 Madison Avenue, New York, N.Y. 10016 (\$3.25 paper)

Document Not Available from EDRS.

Document Not Avaisable from EDRS.

Descriptors—Aggression, Anti Social Behavior,
Emotional Response, Fantasy, *Identification
(Psychological), Imagination, *Negro Attitudes,
Negro Education, Negro History, *Negro
Literature, Negro Role, *Race Relations,
*Vicinity** *Violence

Identifiers-*Black America

These essays and documents, on and by Frederick Douglass, Martin Delany, and William Wells Brown focus on the oppression which they experienced and on violence and rebellion as it appears in the literature which they created. The chapters discuss Frederick Douglass and violence, rage in the fiction of Martin Delany, and the ficrage in the recomo of warun Delany, and the ne-tion of William Wells Brown, and include "The Heroic Slave" by Frederick Douglass, "Blake: or, The Huts of America" by Martin Delany, and ". Clotelle: A Tale of the Southern States" by W. W. Brown. A bibliographical essay concludes the volume. (LL)

ED 087 011

CS 200 987

Walser, Richard Thomas Wolfe: An Introduction and Interpreta-tion.

Pub Date 61

Note—152p. Available from—Barnes & Noble Books, 10 E. 53 St., New York, N.Y. 10022 (\$1.00 paper)

Document Not Available from EDRS.

Descriptors—*American Literature, Authors, Creative Writing, Drama, English Instruction, Essays, Fiction, Higher Education, Literary Analysis, *Literary Criticism, Literature Appreciation, *Novels, Secondary Education, *T-

wentieth Century Literature Identifiers—*Wolfe (Thomas)

One of a series of works aimed at presenting contemporary critical opinion on major American authors, this volume contains critical studies of Thomas Wolfe. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. glish, this work would also be of value to un-dergraduate and graduate students of literature. Topics covered include America and poetry; Wolfe's biographical writings; his four major novels-"Look Homeward, Angel," "Of Time and the River," "The Web and the Rock," and "You Can't Go Home Again"; and his other writings, including a discussion of Wolfe's efforts as a playwright and an essayist. A chronology of im-portant dates in Wolfe's life, an extensive selected bibliography, indexes, and illustrations selected bibliography, indexes, and illustrations selected bibliography, indexes, and illustrations supplement the text. (RB)

ED 087 012

CS 200 989

Moore, Timothy E., Ed.
Cognitive Development and the Acquisition of Language. Pub Date 73

Note-297p

Available from-Academic Press Inc., Pub.,

Available from—Academic Press Inc., Pub., 111
Fifth Ave., New York, New York 10003
(\$16.00 cloth, \$7.70 paper)
Document Not Available from EDRS.
Descriptiers—Child Development, "Child Language, Cognitive Ability, "Cognitive Development, English, Grammar, Language Ability, "Language Development, "Language Research, Language Usage, "Linguistic Theory, Mental Development, Psycholinguistics, Semantics This volume deals with various aspects of the relationship between linguistic ability and general cognitive development, It presents original, up-to-

reationship between inguistic ability and general cognitive development. It presents original, up-to-date research for child psychologists, linguists, psycholinguists, scholars, teachers, and students interested in this field and interprets the findings in the context of contemporary linguistic theory. Language acquisition in children is examined in language acquisition in clinician is examined in light of a number of cognitive capacities, including the acquisition of semantic categories, memory processes, and speaking styles. Topics include: "Language Acquisition and Cognitive Development," "Space, Time, Semantics, and the Child," "What's in a Word? On the Child's acquisition of the Child of the Ch Child," "What's in a Word? On the Child a Acquisition of Semantics in His First Language," "On the Internal Structure of Perceptual and Se-mantic Categories," "Developmental Changes in Memory and the Acquisition of Language," "Code Switching in Children's Language," "The Genesis of Complex Sentences," "Connecting Code Switching in Children's Language, inc Genesis of Complex Sentences, "Connecting Children's Language and Linguistic Theory," "-Structural Relationships in Children's Utterances: Syntactic or Semantic?" "The Development of Phonemic Speech Perception," "On the Status of Vowel Shift in English," and "Some Strategies for the First Two Years." (RB)

Deaver, Frank Curriculum Definition in Junior College Journal-

Pub Date Aug 73
Note—4p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Communication Skills, *Curriculum Evaluation, *Educational Research, *Journalism, *Junior Colleges, News Reporting, Photography, Publicize, School Newspapers

This article is based upon the author's survey of journalism instruction in junior colleges. A questionnaire was sent to 1073 junior colleges, and 936 (87.2 percent) responded to the survey. Of that number, 553 (59 percent) indicated that they have one or more academic courses in journalism. The courses most taught in junior colleges were: (1) survey of mass communication, taught by 312 schools, the majority of which indicated that the publication of the school newspaper was an adjunct to the course; (2) reporting, newswriting, or journalistic writing, taught in 281 schools; (3) editing or editing and layout, taught in 137 schools; (4) reporting II, taught in 101 schools; (5) photojournalism, taught in 69 schools; and (6) advertising, taught in 30 schools. The author concluded from this survey that most junior colleges have at least described a commendable journalism curriculum, and it seemed apparent that the potential for junior college instruction in the first two years of a journalism degree program is promising. (WR)

ED 087 014 CS 200 991

Deaver, Frank Administrative Support of Journalism in the Jur College.

Pub Date Aug 73

Note—3p.: Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22, 1973

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*Administrative Change, Composi-tion (Literary), Educational Improvement, tion (Elterary), Educational improvement, 'Educational Quality, 'Journalism, 'Junior Colleges, Junior College Students, National Surveys, Student Publications, Teacher Background, 'Teacher Education, Teacher Ex-

perience, Writing Identifiers—*Journalism Education

In a survey of the nation's nearly 1100 junior colleges, and with a response of nearly 90 percent, the following statistical evidence was cent, the following statistical evidence was derived concerning journalism programs: of the 936 junior colleges responding to the survey, 553 (59%) reported offering some journalism instruc-tion; 207 of these 553 schools (37%) employ a journalism teacher with the equivalent of a co-lege major in journalism; and of the personnel rerted as teaching journalism, at least 112 have no academic training in journalism. These findings indicate that an acceptable standard of journalism education is not being met. The ideal junior college journalism program must be based on the following assumptions: (1) that the junior college journalism teacher is professionally competent and will teach courses that are academi-cally respectable; (2) that junior college administrations will support journalism instruction on a par with other academic disciplines, and not as a production unit" or "extracurricular" activity; and (3) that budget facilities will be adequate, and teacher loads will be reasonable. (LL)

Walker, Jeannie
The New Soul for English-Filmmaking.
Pub Date Nov 71

Note-10p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of English (61st, Las Vegas, November 25-27, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Communication, *Dis-advantaged Youth, *Film Production, Film Study, Literacy, *Negro Literature, Negro Stu-dents, Reading, Secondary Education, Visual Literacy, Writing

This unit is designed to enable students to advance in their ability to relate to the visual and the verbal, and to develop students' creative abilities. Phase I describes a method to help students recognize vagueness in writing and presents the proper use of abstractions. Phase 2 encourages an awareness of dominant or total impression in a story and the elements that affect that impression. In phase 3 the students were assigned a short story and the more advanced students created a film based on their reactions to the story. The viewing, analysis, and student produc-tion of films is the basis of all phases of the unit. (LL)

ED 087 016

CS 200 993

Lattimore, Dan L. Nayman, Oguz B.
Professionalism and Performance in Print Journalism: A Systematic Evaluation of Colorado Daily Newsmen and Newspapers.

Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Journalism, *Media Research, *Newspapers, Performance Factors, Professional Occupations, *Professional Recognition. *Task Performance Identifiers—Colorado
The twofold research task of this investigation

was (1) a systematic evaluation of professional orientation of Colorado newsmen; and (2) a determination of the relationship (if any) between the professional orientation of the newsmen studied and the actual performance of these newsmen's newspapers. The population for the study included all the editorial employees of the ten daily newspapers in Colorado with circulations over 10,000. The newspapers were measured for significance, accuracy, diversity, and comprehensiveness, and the newsmen were measured by a 21-item professional-orientation scale. From the results it was concluded that young journalists in the beginning of their careers have much more professional orientation than their elders in supervisory positions, and that these young journalists want a flexibility to cover the local scene which they believe is within their local scene which they believe is within their domain and are resentful of controls put upon them by the close supervision of the men in deci-sion-making positions. (HOD)

ED 087 017 Eidson, Donald CS 200 994

English in Vocational Education Programs: Voca-tional Education Programs in English.

Pub Date Nov 71
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, Nov. 25-27, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English Instruction, Higher Education, Literature, Secondary Education, *Teacher Education, *Vocational Development, *Vocational Educa-

Five questions that can aid teachers in making an assessment of the role of English in vocational education programs and in examining attitudes prior to attempting to answer these questions in-clude: (1) Should state certification boards require that teachers of English in vocational cation programs have specialized training? (2) Should high schools and area vocational schools offer a course in English designed especially for vocational education students? (3) Should graduate programs in English offer degree programs aimed at training candidates to teach English to prospective teachers of English in vocational education programs? (4) Should vocational educa-tion programs in English be designed to insure that offerings go beyond the training required by the nature of the student's employment? and (5) Should literature be a part of English programs designed for vocational training on the high school level? An examination of these questions may lead, not necessarily to agreement on all points, but to a unity of purpose and an exhibition of good will toward the role of English in vo-cational education programs. (HOD)

ED 087 018

LeRoy, David J. Patterns of Bureaucratization and Professionalism in a Sample of Television Journalists.

CS 200 995

Pub Date Aug 73

Note—22p.; Paper presented at the Annual Meet-ing of the Association for Education in Journal-(Fort Collins, Colorado, August 19-22,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Administrative Organization, *Bureaucracy, *Journalism, News Reporting, Or-ganization, Personnel Evaluation, Personnel Policy, *Questionnaires, Standards, Television, *Television Research Identifiers—*Television Journalism

The purpose of this study was to examine the relationships between those aspects of bureaucratic organization which could foster professionalism and those which could hinder professionalism among television journalists. Two existing scales, one dealing with self-perceived professionalism and the other a self-report of bureaucratic features at one's work-site, were modified for a mail survey of television jouralists. Some of the findings are: on the hierarchy of authority, division of labor and rules scales, the sample ranked at the median; on the procedures scale, newsmen had relatively low bureaucracy scores, suggesting that television journalists are allowed much latitude in their day-to-day activities; on the impersonality scale, newsmen had the highest bureaucracy scores, possibly because of the required impartiality in news gathering; the most bureaucratized group in the sample were cameramen; news directors had the most autonomy; technical competence scores revealed that television news departments appear to have little in the way of rigid rules for recruitment and promotion; and most news departments are relatively small. (RB)

CS 201 000 andbook for First Year Experimental Language Development: Book Three.

Queensland Dept. of Education, Brisbane (Australia)

Spons Agency-Bernard Van Leer Foundation, The Hague (Netherlands). Pub Date May 73

Note—295p.; See related document ED 084 916 and ED 056 595 EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-\$0.65 HC-\$9.87
Descriptors—Booklists, *Elementary Education,
*Language Development, *Language Programs,
*Language Skills, Perceptual Development,
*Language Learning, Verbal Reading, Second Language Learning, Verba Ability, Writing This publication completes the first year ex

Inis publication completes the first year ex-perimental language development program which has been devised for use with young aboriginal children in Queensland. Two sections of sug-gested activities are included featuring two themes, transport and travel, and the world around us. Suggested activities include oral use of language units, reading, perceptual skills, and discovery. Summaries are given on the oral use of

language and reading and on perceptual skills. Seven appendixes list: special equipment specifi-cations; other equipment; recommended books to read to children; recommended reading books for children; selected reference books for teachers; an index of first lines and titles of rhymes; and an index of language games. (LL)

ED 087 020 CS 201 001 Research Report on Some Aspects of the Lan-guage Development of Pre-School Children. Queensland Dept. of Education, Brisbane (Australia).

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands). Pub Date Dec 70

Note-104p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Australian Aboriginal Languages, *Language Research, *Preschool Children.

*Standard Spoken Usage, Structural Analysis,
*Syntax, Tagmemic Analysis
This study identified structural units of language as they appeared in the speech of two-tofive-year-old preschool white children in five-year-old preschool white children in Brisbane. Electronic equipment was used to record the speech samples, which were trans-formed into three separate language concordances by computer analysis. These structural units of language were then compared with those evident in the speech of four-year-old aboriginal children. The evidence suggested that the development of structural units of standard Australian English manifested by the aboriginal chil-dren was well below that of average white children. References are made to some implications for the development of compensatory programs for aboriginal children. (HOD)

CS 201 002

Riblet, Carl, Jr. The Solid Gold Copy Editor.

Pub Date 72 Note-608p.

Available from—Aldine Publishing Co., 529 South Wabash Avenue, Chicago, Illinois 60605 (\$17.50 cloth)

Document Not Available from EDRS.

Descriptors—Critical Reading, *Editing, Evalua-tion Techniques, Expository Writing, Higher Education, *Instructional Materials, *Journalism, News Media, *Newspapers, News Report-ing, Professional Training, Writing Skills

entifiers—Headlines
This book discusses the role of the newspaper copy editor on a daily newspaper and contains lessons instructing editors on how to prepare copy for print. The book is specifically designed to polish the skills of the already experienced newspaper copy editor, although a beginner will find the lessons useful and instructive. Contained in the lessons are samples of misleading headlines and poorly edited or wordy articles from national daily newspapers, the wire services, and other sources. These samples are reconstructed with a brief explanation of the problem and the solution. The contents of the book are divided into four parts: "The Method," "The Newspaper Headline," "How to Edit the News Story," and "How to Be Swift." (RB) Newspaper

ED 087 022

Behavioral Objectives for Integrated Language Arts in the Primary and Intermediate Grades. Lake Region Educational Planning Center, Sisseton, S. Dak.

Sconi, S. Davis, Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C.; South Dakota State Dept. of Public Instruction, Pierre.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Behavioral Objectives, *Communication Skills, Creative Writing, Elementary Grades, Grammar, *Language Arts, Listening Skills, Motor Development, Reading Skills, Study Skills, *Teaching Guides, *Teaching Techniques, Writing Skills Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
The purpose of this guide to behavioral objectives is to assist elementary school teachers (grades kindergarten through six) in functioning more effectively in the area of language arts. The major areas of instruction include: motor skills, istening skills; reading skills; gram-istening skills; gram-istening skills; gramlistening skills; reading skills; writing skills; gram

mar skills; study skills; personal communication and development skills; history and dialectology; classification, interpretation, and analysis of lite-rary forms; original writing; oral and dramatic interpretation; and critical analysis. Behavioral objectives for each of the major areas of instruction are listed and include specific learning outcomes that relate to the general instructional objectives. A teacher checklist for each area of instruction is also provided. (WR)

ED 087 023

CS 201 004

Arthur, Bradford
Teaching English to Speakers of English.
Pub Date May 73

Note—157p.

Available from—Harcourt Brace Jovanovich, 757 Third Ave., New York, New York,

10017 (\$3.95 paper)
Document Not Available from EDRS.

Document vol available trom EDMS.

Descriptors—*Applied Linguistics, Composition (Literary), English Instruction, Language Development, *Language Guides, Language Patterns, *Linguistic Patterns, Linguistic Theory, Nonstandard Dialects, Reading, Sentences, Structure, *Teacher, Education ence Structure, Teaching Methods *Teacher Education

An attempt to fill the gap between the purely theoretical and the purely practical, this book provides the classroom teacher with a set of principles for using linguistics in devising and evaluat ing teaching techniques. Briefly, the chapters (1) present some special learning principles that distinguish language learning from other types of learning; (2) suggest some ways in which teachers can use a knowledge of linguistics to teach reading strategies and evaluate the extent to which students are able to employ such strategies; (3) offer linguistic explanations and remedies for many of the difficulties that students may have in mastering composition skills; (4) present a lin-guist's view of style and dialect difference; (5) uggest teaching responses to learning problems that confront students whose dialect is considered nonstandard; (6) offer techniques for evaluating the difficulty of English sentences; and (7) describe some of the reasons why a teacher might want to teach about their language and how a teacher can go about doing it. (HOD)

ED 087 024

CS 201 006

Monaster, Rebecca

Composing Aloud: Oral Composition "Communi-cation Skills for the Age of Aquarius."

Pub Date Nov 71

Note-10p.; Paper presented at the Annual Meeting of the National Council of Teachers of En-

glish (61st, Las Vegas, November 25-27, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Communication Transfer), *Communication Skills, Education Improvement, Elementary Education, Junior High School Students, Language Arts, Lan-guage Programs, Mass Media, *Oral Communi-cation, Secondary Education, Verbal Commu-

nication New curriculum emphases and new devices to make language teaching more productive are needed to meet the needs of students who are in-volved in a new age. The following assumptions should be implicit in developing an oral language program plan: oral language is vital to thinking, reading, and writing; mass media have created a new and different society; the nature of the stu-dent being taught is different; the role of the teacher is in need of modification; and new tools and techniques are needed to improve oral lan-guage teaching and to increase learning. An oral language program designed to promote awareness and emphasize the usefulness of language in different ways includes: a concentrated emphasis on oral language in specific oral language classes at the elementary and junior high school level; a diffused emphasis on oral language in the language arts classes; and an expanded oral language offer-ing in senior high school English classes. (LL)

CS 201 007

Lonsdale, Bernard J. Mackintosh, Helen K. Children Experience Literature.

Note-525p

Available from-Random House, Inc., 201 East 50th Street, New York, New York 10022 (\$9.95 cloth)

cument Not Available from EDRS.

Descriptors—Biographics, Booklists, *Childrens Books, *Elementary Education, Fables, Fiction, Folklore Books, Language Arts, Literature, *Chilerature Appreciation, *Literature Guides, Literature Programs, Poetry, Reading, *Reading Material Selection, Science Fiction
This book is intended (1) as a supplementary text in college courses in children's literature, (2) as a source of information for educators involved in curriculum development programs in the field of children's literature, (3) as a reference guide

in curriculum development programs in the field of children's literature, (3) as a reference guide for schools and community libraries, and (4) as an aid to parents in guiding their children's reading. Included are the following chapters: "Experiencing Literature-Listening, Reading, Sharing, and Enjoying'; "Teachers Study Children'; "Teachers and Books'; "Meeting People through Literature'; "Laughter in Literature'; "Literature and Personal Growth'; "A Historical View of Children's Literature"; "Children Experience Poetry'; "Picture-Story Books'; "Fold Literature"; "Fantasy and Science Fiction'; "Adventure and Mystery'; "Biography"; "Historical Fiction'; and "Organizing and Evaluating the Literature Program," Appendix A presents a guide to ture Program." Appendix A presents a guide to choosing books and Appendix B discusses awards and prizes in children's literature. (LL)

CS 201 008

Nelson, Roy Paul Publication Design. Pub Date 73 Note-232p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, lowa 52001 (\$6.95 cloth)

lowa 52001 (\$6.95 cloth)

Document Not Available from EDRS.

Descriptors—Books, *Design, *Editing, Graphic Arts, Higher Education, *Journalism, *Layout (Publications), Newspapers, Periodicals,

Arts, Higher Education, "Journalism, "Layout (Publications), Newspapers, Periodicals, Photography, "Production Techniques, Secondary Education, Student Publications Identifiers." Typography

This book is designed to solve the problem of coordinating art and typography with content in publications. Through text and illustrations, this book suggests ways to make pages and spreads in magazines, newspapers, and books attractive and readable. As a book of techniques, it is directed at potential and practicing art directors, at potential and practicing art directors, designers, and editors. It is also useful to practicdesigners, and editors. It is also useful to practicing journalists and photographers, and it can serve as a textbook or as supplemental reading material in high school and college courses. Chapters include: "Emergence of Magazine Chapters include: "Emergence of Mogazine Design," "The Magazine Art Director," "Formula and Format, "'Production," "The Approach to Design," "Typography," "Art," "The Magazine Cover," "Inside Pages," "Newspaper Makeup," and "Book Design." (RB)

ED 087 027 CS 201 010 Man and His Gods, English, World Literature: 5114.58.

Dade County Public Schools, Miami, Fla. Pub Date 72

Note-46p.; Authorized course of instruction for

the Quinmester Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biblical Literature, Classical Litera-ture, Curriculum Guides, *Elective Subjects, English Instruction, Ethics, Humanism, In-dividualism, Literature Programs, Multimedia Instruction, *Philosophy, *Religion, Renais-sance Literature, Russian Literature, Secondary Education, Thematic Approach, *World Litera

Identifiers-Minicourses, *Quinmester Program This curriculum guide examines man's relation to his gods--his fear, love, obedience, worship, and imitation of God--as demonstrated in print and nonprint sources. Classical, Judaeo-Christian, and other outlooks are considered. Reading in-cludes such works as "Oedipus Rex," "The Odyssuch works as 'Oedplus Rex, 'Ine Odys-sey,' selections from the New Testament, 'King Lear,' ''Don Quixote, ''Paradise Lost,' ''Faust,' ''War and Peace,' and ''The Brothers Karamazov.' Works by Montaigne, Kant, Locke, St. Augustine, Aquinas, Gibbon, and Tillich are suggested for further exploration. Performance objectives, course content, teaching strategies, student resources, and teacher resources are included. (LL)

ED 087 028 Readers' Theatre, Language Arts (English, Drama): 5112.27. Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—15p.; Authorized course of instruction for the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Acting, Creative Dramatics, Curriculum Guides, *English Instruction, Interpretive Reading, *Readers Theater, *Secondary Education, *Teaching Guides, Theater Arts Identifiers—Minicourses, *Quinmester Program This course guide is intended to help teachers introduce students to the basic concepts of readers' or interpreters' theatre. Performance observing the students are listed which include:

jectives for the students are listed which include:
(1) discerning the elements that make up a good choice of material, developing some understand-ing of how to adapt and arrange the material for readers' theatre; (2) analyzing the work and character(s) the student is to perform; and (3) employing the techniques necessary to perform the material in an effort to help the audience experience the literature. Also included are: "-Course Content," which discusses the rationale Teaching Strategies," which provides specific suggestions for teaching that will help the students gestions for learning that will help the students attain the performance objectives (these include group and individual discussions, distinguishing features of types and styles of drama, oral reading of short plays, lectures, choral reading, and public presentation of a play); and "Student Responses," which lists state-adopted and supplementaria working for students of WP). mentary materials for students' use. (WR)

CS 201 015 Romantic Hero, Language Arts: 5113.92. Dade County Public Schools, Miami, Fla.

Note-21p.; Authorized course of instruction for

the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Course Content, "Course Descriptions, Curriculum Guides, "English Instruction, Language Arts, "Literary Analysis, Novels, Poetry, "Romanticism, Secondary Education, "Teaching Guides, Western Civilization ldentifiers—Minicourses, "Quinmester Program Developed for a high school quinmester unit on

the romantic hero, this guide contains teaching strategies for a study of the characteristics of the romantic hero as he appears in various literary selections. Several major literary works are analyzed and discussed in comparison with popular culture heroes, and the portrayal of the ro-mantic hero in the literature of western cultures is traced from the Greek culture to the present. The subject matter includes an identification of the elements of the romantic hero, the problems raised by the romantic hero, and the effects of the romantic hero on the individual today. The guide is arranged according to performance ob-jectives, with appropriate teaching strategies listed under each objective. A list of student and teacher resources (state-adopted textbooks and

references) is provided. (RB) ED 087 030

CS 201 016

Lloyd-Jones, Richard Thoughtful Conversation in the Classroom

Pub Date Nov 73

Note-12p.; Paper presented at the Annual Meetglish (63rd, Philadelphia, November 22-24, 1973) ing of the National Council of Teachers of En-

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Curriculum Development, English Departments, *English Instruction, Literature Programs, Teaching Methods, *Team Teaching, *Team Training, *Undergraduate Study

If effectively organized and executed, team taught courses provide students and teachers alike with unique opportunities for involvement and feedback in the classroom. Students do not just get feedback from one instructor, but rather are evaluated by several staff members, resulting in a more accurate evaluation of student work. Team teaching situations also provide greater stimulation for the teachers by increasing their opportunities to interact with one another. Not every person can be teamed with every other per-son, but a little care allows for the creation of diverse but harmonious teams. (LL)

LAP UST UST CS 201 017 Improving Sentence Structure and Variety, English: 5113.37, Dade County Public Schools, Miami, Fla. Pub Date 73

Note-76p.: Authorized course of instruction for the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Course Descrip-tions, Curriculum Guides, *English Instruction, Grammar, Language Arts, Secondary Educa-

Orammar, Language Arts, Secondary Educa-tion, *Sentence Structure, Structural Analysis, *Teaching Guides Identifiers—Minicourses, *Quinmester Program Developed for a high school quinmester unit on improving sentence structure and variety, this guide provides the teacher with teaching strategies to aid students in learning to use sentence gies to aid students in learning to use sentence variety through a study of phrases, clauses, types of sentences, and transitional elements. Course objectives are listed along with a rationale for the course and its content. Teaching strategies in-clude examples of exercises and directions for completing them. The guide concludes with a list of student resources, teacher resources, and periodicals. (RB)

ED 087 032

CS 201 018

Kenzel, Elaine Williams, Jean Point of View, Language Arts: 5114.62. Dade County Public Schools, Miami, Fla.

Pub Date 72

Note-32p.; Authorized course of instruction for

the Quinmester Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Course Descriptions, Curriculum Guides, *English Instruction, Language Arts, *Literary Analysis, *Literary Perspective, Secondary Education, *Teaching

Identifiers-Minicourses, *Quinmester Program dentifiers—Minicourses, "Quinmester Program
Developed for a high school quinmester unit on
point of view in literature, this guide is designed
to help students develop an understanding of
point of view and to increase their sensitivity to
different points of view in their own writing as well as in the writing of others. Performance objectives are listed which include: having students nternalize the concept of point of view; having students identify the variety of viewpoints ex-pressed in different literary works; and having students express their own points of view, using a variety of topics and situations as stimuli. A rationale is provided and a list of student and teacher resources, including textbooks, supple-mentary materials, and films, is appended. (RB)

CS 201 020

Kenzel, Elain

Creative Writing: Poetry--English, Composition: 5111.37.

Dade County Public Schools, Miami, Fla.

Note-26p.; Authorized course of instruction for the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Creative Writing, Guides, *Elective Subjects, English Instruction, Figurative Language, Literature Programs, *Poetry, Secondary Education, Thematic Approach

Identifiers-Minicourses, *Quinmester Program This curriculum guide describes a quinmester course which provides a workshop for students interested in writing poetry and which emphasizes the encouragement of individual writing styles. Student performance objectives which are listed include: expressing ideas about words, phrases, nictures, sounds, and/or emotional experiences in a poetic fashion; writing about ideas and feelings and experimenting with a variety of styles; and developing a critical eye for judging the quality of a given selection. Descriptions of course conto teaching strategies, student reseteacher resources are included. (LL) resources, and

ED 087 034 CS 201 024

Hohenberg, John The Professional Journalist: A Guide to the Practices and Principles of the News Media.

Available from—Holt, Rinehart and Winston, Inc., Subsidiary of Columbia Broadcasting System, 383 Madison Avenue, New York

10017 (\$11.00 cloth)

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—"Editing, Higher Education, "Journalism, Language Styles, Language Usage, Legal Responsibility, "News Media, Newspapers, "News Reporting, Periodicals, Professional Training, Radio, Role Perception, "Writing Skills

This handbook examines the role and the skills of professional journalists in newspaper, radio, magazine, and television reporting. It is designed for use in the college classroom and in professional courses aimed at improving the skills of stonal courses aimed at improving the same of newsmen. It can also serve as a handbook for the practicing journalist wishing to increase his knowledge about the media. The handbook is organized into four sections. The first section presents a broad view of the work of the journalist and his original tools, language, methods. nalist and his principal tools--language, methods, and fundamental procedures. In the second section, these tools are put to a wide variety of uses in the print and broadcast media. The third section deals primarily with the reporter-a key figure in all forms of journalism--and discusses his responsibilities, practices, and ethical considera-tions, as well as laws affecting journalism. The final section deals with the newest aspects of American journalism--the drive toward public service in the news media, the uses of depth reporting, interpretation and analysis in the news columns, and the documentary, the growth of consumer reporting and reporting on ecology, education and other specialies, and the changing attitudes and requirements of the profession. (Author/RB)

ED 087 035

Nwankwo, Robert L.

The Mass Media and Political Culture in Africa.

Pub Date Aug 73
Note—33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, Field Studies, Government Role, Information Dissemination, Journalism, Nationalism, *News Media. *Newspapers, Political Influences, *Political Issues, Political Power, Politics, *Press Opinion, Propaganda, Social Action, Social Change Identifiers-*West Africa

Editorials in the "West African Pilot", an English-language newspaper published in Lagos, for the years 1945, 1957, 1960, and 1963 (years of crucial importance to Nigeria) were studied to determine the effects of modernity, tradition, fluctuating socioeconomic conditions, and particularly political influences exerted on the press. Each editorial was coded according to its contextual, societal, socio-concept, and evaluative orientation. Most of the editorials treated national/regional issues, politics, and individual persons and groups, and reflected an "official" version political and social conditions. Assuming the version of Pilot" to be representative of the African press, results of this study show that the medium is characterized more by feeling, sensation, and in-tuition than by critical thinking. (CH)

ED 087 036 CS 201 035

Martin, Wallace, Ed.

Language, Logic, and Genre; Papers from the Poetics and Literary Theory Section, Modern Language Association. Pub Date Feb 74

Note—54p. Available from—Bucknell University Press, P. O. Box 421, Cranbury, New Jersey 08512 (\$4.50)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Educational Theories, Higher Education, *Linguistic Theory, *Literary Analysis, *Literary Criticism, *Literary Styles, Literature, *Philosophy

Three papers, all concerned with literary analy sis, are presented in this book. The first essay "How Ordinary Is Ordinary Language," (Stanley E. Fish) argues that a distinction between litera-ture and other uses of language leads logically to an impoverished conception of both rather than insuring literature's status as a repository of value. Recent developments in linguistics and philosophy are also discussed and are seen to indicate that former assumptions are being questioned and that major revisions in linguistic theory are eminent. The second essay, "Waiting for Godel," (Ruth apRoberts) points out the cautions that must be exercised when attempting to extrapolate Godel's conclusions on inherent limitations in the axiomatic method to the realm of literature. Finally, the third essay, "The Scope and Mood of Literary Works: Toward a Poetics Beyond Genre," (Paul Hernadi) reexamines the concept of the monistic principle underlying most summary classifications of literature into distinct kinds of suggests a more flexible framework of classification such as painting and music for analogies, calling attention to the generic quali-ties of the imaginative arts. (HOD)

CS 201 039

Finn, Michael S.

An Experiment on Salience as a Function of the Discriminatory Power of an Attribute.

Pub Date Aug 73

Note—18p.; Paper presented at the Annual Meeting of the Publisher of the

ing of the Association for Education in Journal ism (Fort Collins, Colorado, August 19-22,

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—Association (Psychological), Associative Learning, Cognitive Processes, *Communication (Thought Transfer), *Educational Psychology, *Educational Theories, Field Studies, Information Dissemination, *Information *Learning Theories, Research Methodology Identifiers—*Salience Carter's model of affective relations (1965)

and Chaffee's research on cognitive discrepancies and communication (1959) are used to test the hypotheses that increasing an attribute's dis-criminatory power will increase attribute salience and that increasing the exclusiveness of an ob-ject's attributes will increase objective salience. The current literature suggests that increasing the number of attributes will increase the affect for an object. Experimental materials developed in this study had four constraints: (1) use of multiobject, multi-attribute situations (2) use of situations in which equal amounts of information were known about all of the objects; (3) use of situa-tions in which objects could be chosen on a rational basis; and (4) use of situations in which both hypotheses could be tested simultaneously. Results suggest that increased salience leads to greater positive evaluations and that attribute salience is a function of the attribute's discrimina-tory power not included in Carter's model (but easily incorporated). In terms of learning theories, an exclusive discrimination becomes associated with a reward for making a good decision. (DS)

ED 087 038

CS 201 042

Mayerson, Philip Classical Mythology for Teachers of English.

Pub Date Nov 73

Note-8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classical Literature, English Edu-cation, *English Instruction, English Programs, Liberal Arts, Literature Appreciation, *Literature Guides, *Mythology, *Undergraduate

A knowledge of the major myths and legends will be an invaluable asset to the student in acquiring a richer and deeper appreciation of his reading, be t in English or a foreign language. The teacher must treat the material systematically, starting with the creation of the primal power out of chaos and the struggles for power which ultimately lead to the victory of Zeus and the Olympians over the Titans. The teacher then proceeds one by one through the gods of the heavens, the Twelve Olympians, and goes from there beneath the earth to explore the topography of the Underworld and the lore of the g of death. Like the gods, the heroes should be treated genealogically, house-by-house or family-hy-family. Back-up texts for the teacher include: H. J. Rose's "A Handbook to Greek Mythology," "Oxford Classical Dictionary," "Crowell's Hand-book of Classical Mythology," and "Classical Mythology: An Annotated Bibliographical Sur-vey," (LL)

ED 087 039

CS 201 043

Singh, Jane M Language Education and Ethnic Children's Litera-ture at Penn State University. Pub Date Nov 73

Note-7p.; Paper presented at the Annual Meetning of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Childhood At-titudes, *Content Analysis, *Cultural Images, Ethnic Stereotypes, *Preservice Education, Sex Discrimination, *Stereotypes, Teacher At-Discrimination, *Stere titudes, *Textbook Bias

Identifiers-*Childrens Literature

Gross stereotypes, subtle distortions, and omissions in references to ethnic groups in children's literature play a direct part in forming children's attitudes at an early age. One of the requirements for elementary education teacher certification at Penn State University is a course in children's literature with an emphasis on guiding students into a discovery (via content analysis) of the ra-cism and sexism which exists in children's literature. Students are made aware of stereotypes of the "savage" Indian, the all brawn, no brains portrait of John Henry, the author-created stereotypical dialects, the subtle distortions of inherent ability, suggestions of white supremacy, the mockery of other cultural characteristics, distortions of historical realities, and derogatory words. Sexism in children's literature can be observed in the same forms: gross stereotypes, subtle distor-tions, and omissions. It is hoped that prospective teachers, through their own education and through their knowledge of teaching critical read-ing to children, can effect the needed change in children's literature. (HOD)

ED 087 040 CS 201 044

Gordon, Judith R. Avoiding the Grab-Bag Curriculum: An Attempt at a Structured Elective Program. Pub Date Nov 73

Note-9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Curriculum Development, *Elective Subjects, *English Curriculum, *English Instruction, High School Curriculum, Literature, *Program Descriptions, Reading, Secondary Education, Short Courses,

Writing
This document describes the design and development of a structured elective program in at Fayetteville-Manlius Senior High School. It provides a brief analysis of the events which caused the curriculum change, a description of the development of a modified version of the elective system, and a description of the course offerings in literature, writing, and reading available to the students in the new English program. The document concludes with the suggestion that developing an elective program de-pends on the department's credibility and budget.

ED 087 041 CS 201 051

Hill, Errol Greer, Peter
Why Pretend? A Conversation About the Performing Arts with Errol Hill. National Humanities Faculty Why Series.
National Humanities Faculty, Concord, Mass.

Note—34p.
Available from—Chandler & Sharp Publishers,
Inc., P. O. Box 3975, Rincon Annex, San Francisco, California 941 19 (\$1.95)
Document Not Available from EDRS.

Descriptors—Communication
Transfer), *Communication Skills, (Thought Educational Change, Educational Innovation, Electronic Equipment, *Humanities Instruction, *Question Answer Interviews, Television, *Theater Arts

This document, one of a series of monographs concerned with humanistic education, contains a dialogue between Errol Hill, a recognized scholar who presently chairs an academic theatre program at Dartmouth College and serves as a member of the Board of Directors and head of the Black Theatre Program, and Peter Greer, associate director of the National Humanities Faculty. This conversation examines the reasons for education in theatre and drama at all levels, from kindergarten through college. It discusses the performing arts in terms of basic communica-tion skills needed to bring understanding and peace to a turbulent world and stresses the im-portance of such skills in curriculum planning. The effects of the performing arts and of the electronic media on the future of American edu-cation are discussed. (RB) ED 087 042

Troy, Anne
The Stereotype of the Indian in Adolescent Litera-

Pub Date Nov 73

Note—36p.; Paper presented at the Annual Meet-ing of the National Council of Teachers of En-glish (63rd, Philadelphia, Nov. 22-24, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Adolescent Literature, *American

Descriptors.—*Adolescent Literature, *American Indian Culture, *American Indians, Characterization (Literature), Comparative Analysis, Cultural Images, *Ethnic Stereotypes, Stereotypes, *Textbook Bias
Studies of teaching materials have shown that the American Indian has not been given fair representation in American history. Too often portrayed as inaccurate are such subjects as tribial entities and cultures, listings of current tribes and entities and cultures, listings of current tribes and reservations, descriptions of languages and areas of occupation, foods, attire, and dates of historical importance. The problem is that the novels of the past as well as the history books have made use of erroneous stereotypes of the Indian. The Indian in most of the literature even to the present time is shown not so much as he is in reality, but as he is in the minds of his white conquerors, who read into him the character traits they wish to find. In a study of the American Indian in adolescent literature since 1930, it was determined that the novels for the most part continued the traditional dual and contradictory image of the Indian: the dirty, drunken, cruel, and warring savage and the glorified, noble, but naive native-both of which are stereotypes. The time has come for writers and publishers to work to dispel the stereotypes and generalizations about the American Indian and accurately describe their cultures. (HOD)

ED 087 043

CS 201 059

Walen, Harry L Environments for English Learning.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24. 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, Conventional Instruction, Curriculum Development, Educa-tional Improvement, Elective Subjects, *English Curriculum, *English Instruction, Learning, Learning Activities, *Learning Motivation, Open Education, Open Plan Schools, *Secondary Education, Student Centered Curriculum, *Teaching Methods

The various physical environments for the teaching of English include the traditional classroom, the physically open school, schools without walls, and free or alternative schools. Curriculum and organizational strategies include the traditional English curriculum, teacher assignments, grouping, and elective programs. English teachers have a responsibility to understand the total environment-physical, curricular, and organizational-in which they teach and in which young people learn. English teachers should also have a voice in planning new buildings and facilities or renovations of old ones, in developing and in-troducing curriculum innovations, such as elective programs, and in developing or supporting new options in school organization. (LL)

CS 201 074

Turner, Darwin T.
Literary Criticism: The Teacher as Servant to the

Student. Pub Date Nov 73

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24,

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-50.65 HC-53.29
Descriptors—Critical Reading, English Instruction, *Literary Analysis, *Literary Criticism,
Literature, Literature Appreciation, Reading
Comprehension, Secondary Education, *Student Needs, *Teacher Role, *Teaching
Methods, Undergraduate Study

Teachers of literature do not merely guide stu-dents; they also serve as critics. Teachers should remember that their classroom role as literary critics is to serve the needs of students who may not become future scholars of literature. Consequently, in deciphering the complexities of

literature, teachers must focus on what the students need in order to learn to read more perceptively and analytically. The teacher must try to help a student develop three basic understandings of a piece of literature: an understanding of the approaches to determining meaning; an understanding of genres or forms and their characteristics; and an understanding of the limitations of interpretation and evaluation. Rather than restricting themselves to the particular ap-proaches which they prefer when analyzing literature for their own publications, teachers should guide students to an awareness of various ap-proaches which may include literal, historical, and cultural interpretations, stressing several dif-ferent analytical approaches. (RB)

Shearer, Ned A., Comp. A Bibliography of Communication, Rhetoric, and Public Address for the Year 1971.

Speech Communication Association, New York,

Note—118p.; In "Bibliographic Annual in Speech Communication, 1972" edited by Ned Shearer and published by the Speech Communication Association, pp.256-372 Available from—Speech Communication Associa-

tion, Statler Hilton Hotel, N. Y., N. Y. 10001 (\$5.00 "Bibliographic Annual, 1972"; Individual articles not available separately)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Bibliographies, *Communication (Thought Transfer), Debate, Information Literature Theory, Reviews, Persuasive Discourse, *Public Speaking, Research Reviews (Publications), Research Tools, *Rhetoric, Rhetorical Criticism, Speech, *Speech Skills

Identifiers-Argumentation

This selective bibliography covers 1971 publications on communication, rhetoric, and public address, as well as material from other fields that would be of interest to speech communication scholars. Part 1 is a list of other bibliographies. Part 2 contains citations on research theory and methodology. Parts 3 and 4 contain references on ancient rhetoric and the medieval and Renaissance periods. Part 5, the bulk of this document, is an extensive listing of materials on the modern era. It is divided into eight sections: history and cra. It is divided into eight sections: instory and culture; political theory, governmental processes, and law: communication theory; rhetoric, criti-cism, and platform address; argumentation, logic, and debate; practitioners and theorists; religious communication; and mass media. A few items are annotated. (RN)

ED 087 046

CS 500 544

DeVito, Joseph A., Comp.

Speech and Language Acquisition and Development: A Bibliography. Speech Communication Association, New York,

Pub Date 73 Note—21p.: In "Bibliographic Annual in Speech Communication" edited by Ned A. Shearer, pp. 1-20 Available from—Speech Communication Associa-

tion, Statler Hilton Hotel, New York, N. Y. 10001 (\$5.00 Bibliographic Annual, Articles not available separately) EDRS Price MF-\$0.65 HC-\$3.29

escriptors—*Bibliographies, *Child Develop-ment, *Child Language, Communication Skills, *Language Development, Language Instruc-*Language Development, Language instruc-tion, *Language Learning Levels, Literature Reviews, Psycholinguistics, Research Reviews (Publications), Speech Habits, Speech Instruc-tion, Speech Skills, Verbal Development This bibliography, which emphasizes material published between 1957 and 1972, is centered on

studies about the normal child's acquisition and development of his first language. Material dealing with handicaps, deviant language develop-ment, and second language learning is not in-cluded unless it is significantly related to studies of the normal child and his first language. The basic emphasis is on psycholinguistic approaches to the child's acquisition of the English language. Citations are limited to literature published in Enenations are inmited to interature published in En-glish that is readily available (thus omitting dis-sertations, privately distributed reports, and con-vention papers). More than 500 items are in-cluded. (RN)

ED 087 047

CS 500 545

Shearer, Ned A., Ed.
Bibliographic Annual in Speech Communication,
1972.

Speech Communication Association, New York.

Pub Date 73

Note-372p.

Available from-Speech Communication Association, Statler Hilton Hotel, New York, N. Y. 10001 (\$5.00)

Document Not Available from EDRS.

Descriptors—Abstracts, *Bibliographies, *Communication (Thought Transfer), Doctoral Theses, Interpretive Reading, Language Development, Language Instruction, "Listen-ing, Listening Skills, Literature Reviews, Masters Theses, Persuasive Discourse, Public Speaking, "Readers Theater, Research Reviews (Publications), Rhetoric, *Speech Education, Speech Skills

This is the third annual volume devoted to recording graduate work in speech communica-tion, providing abstracts of doctoral dissertations. making available specialized bibliograph The first section is a bibliography on speech and language acquisition prepared by Joseph A. DeVito. The second is a compilation by Clark S. Marlor of source material for readers theatre. The third and fourth sections, prepared by Sam Duker, list master's theses and doctoral disserta-tions on listening. The major portion of the volume consists of abstracts of doctoral dissertations in speech communication and a list and index of titles of graduate theses and dissertations produced in 1971. The final section is Ned A. Shearer's bibliography of works on communication, rhetoric, and public address, which was published in 1971. (RN)

ED 087 048

CS 500 546

Marlor, Clark S., Comp.

Readers' Theatre Bibliography: 1965-69.

Speech Communication Association, New York,

Note-15p.; In "Bibliographic Annual in Speech Communication, 1972" edited by Ned Shearer and published by the Speech Communication Association, pp. 21-34 Available from—Speech Communication Associa the Speech Communication

tion, Statler Hilton Hotel, N. Y., N. Y. 10001 (\$5.00 "Bibliographic Annual 1972"; In-dividual articles not available separately) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Creative Reading, Dramatics, Instructional Materials, *Interpre-tive Reading, Literature Reviews, *Readers Theater, Speech, *Theater Arts

Included in this bibliography are representative materials that have been used in group readings throughout the country. Choral speaking selec-tions are not included. The first section is a list of selected articles, books, dissertations, and theses; the second section is a listing of suggested plays, poetry, and prose materials; and the third section consists of selected programs centered around specific authors and themes. (RN)

ED 087 049 Kane, Peter E. CS 500 554

Teaching Freedom of Speech through the Case Study Method. Pub Date 73

Note-6p.; Paper presented at the 1973 meeting of the Eastern Communication Association, New York, N. Y

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, *Civil Rights, *Com-munication Skills, Court Cases, *Court Litiga-tion, Due Process, *Freedom of Speech, Secon-dary Education, Speech Education, Speech Instruction

The use of case studies or case histories of Supreme Court cases concerning freedom of speech often provides the "real world" dimension that is too often lacking in the teaching of this area. The case study or case history is a coherent narrative of the historical events designed to illuminate the issues involved in a specific situation Such studies or narratives are particularly useful when referring to the following cases: Finer v. New York, 340 U.S. 315 (1951); the "New York Times" v. Sullivan 376 U. S. 254 (1964); and Sheppard v. the Maxwell, 348 U. S. 333 (1966). ED 087 050

CS 500 555

CS 500 556

Sewell, Edward H., Jr.
The Effects of Orienting Instructions and Moneta-ry Incentive on Listening Achievement.

Note-101p.; Ph.D. Dissertation, Ohio University Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4247, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students. Communication (Thought Transfer), Comprehension, Listening, *Listening Tests, Motivation. *Listening Comprehension, *Listening Skills, *Listening Tests, Motivation, *Motivation *Motivation Perception. Speeches

Neither the nature of orientation instructions nor monetary incentives have significant effects on listening achievement, according to results of one experiment. The study tested six groups of subjects on the contents of one speech heard by all. The orientation variable of the speech had three conditions: interesting, neutral, and boring subjects were offered a small payment for their participation, but some were told that they could receive two or three times as much if test scores were high enough. Results showed that scores on listening achievement tests are affected neither by listening achievement tests are affected neither by the type of orientation nor by the possibility of receiving additional payments. Ratings on speech interest, however, revealed that those given the boring orientations are more likely to rank the speech itself as uninteresting. Secondary analyses revealed that listening achievement is generally higher for males and for those who have higher grade point averages, but these factors have no effect on the major variables of types of orientation or monetary incentives. (RN)

ED 087 051

Hanneman, Gerhard J. Information Forecasting.

Pub Date Dec 72

Note-7p.; Paper presented at the Annual Meeting of the Speech Communication Association, (Chicago, December, 1972) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Communication Transfer), *Futures (of Society), *Information Dissemination, Information Needs, *Information Theory, Mass Media, Media Research, So-cial Change, *Social Problems Information forecasting provides a means of

anticipating future message needs of a society or predicting the necessary types of information that will allow smooth social functioning. Periods of unrest and uncertainty in societies contribute to "societal information overload," whereby an abundance of information channels can create communication congestion and confusion. A program of information forecasting would involve the design of communication systems that could the design of communication systems that could serve the public by providing essential informa-tion through the most appropriate channels, identifying potential message topics with their relative probabilities of occurrence and their projection over specified time, space, and population distributions. The information forecaster would be equipped to use the resources of communica-tion research and theory, knowledge of the media, and awareness of the population he serves to identify what types of messages should be sent and to what segment of the audience. (RN)

ED 087 052

Hesler, Marjorie Walsh
An Investigation of Instructor Use of Space. Pub Date 72

Note-101p.; Ph.D. Dissertation, Purdue Univer-

Available from University Microfilms, A Xerox Company, Dissertation Cópies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,905, MFilm \$4.00, Xerography \$10.00)

72-30,905. MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS.
Descriptors.—*Classroom Arrangement, *Classroom Communication, Classroom Observation Techniques, *Interpersonal Relationship, Personality, *Student Teacher Relationship, Teacher Characteristics, *Teaching Styles Instructors whose students sit in a traditional classroom arrangement use space differently than those whose students sit in non-traditional arrangements. One study investigated relationships

rangements. One study investigated relationships between teachers' spatial use and seating arrange-

ments, interpersonal relationships, personality characteristics, and sex. The observation system utilized six distinct areas in the classroom, and results indicated that use of three of these spatial results indicated that use of infree of inces spatial areas seems to have some significant relationship to students' perceptions of the instructor. Male teachers tend to change spatial categories more often and use more areas of the room than female teachers, but there is no significant comparison between use of space and instructors ranks on personality inventories. There is no relationship between personality ratings and a teacher's choice of seating arrangements. Those using the non-traditional arrangement move more often and use various areas more frequently than those utilizing a traditional arrangement. (RN)

CS 500 558

Hooker, Charlotte S. The Feature Films of Milos Forman: A Bibliog. raphy of the Literature. Pub Date Nov 73

Note—8p.; Bibliography prepared and presented to a New York University Film Bibliog-raphy/Research Seminar

EDRS Price MF-\$0.65 HC-\$3.29

Communication, Descriptors-Audiovisual *Film Production Specialists, *Film Study, *Literature Reviews, Mass Media, *Sound Films Identifiers—*Forman (Milos)

This bibliography covers the literature on four of the feature films of Milos Forman: "Black Peter (Peter and Pavla)" (1964), "A Blonde in Love (Loves of a Blond)" (1965), "The Firemen's Ball" (1967), and "Taking Off" (1971). Listed separately by type are materials found in dictionaries, encyclopedias, and yearbooks; books; and articles. One hundred and four entries are listed. (CH)

ED 087 054 Barna, Yon

CS 500 559

Eisenstein. Pub Date 73 Note-288p

Available from-Indiana University Press, Tenth Morton Sts., Bloomington, Ind.

Document Not Available from EDRS.

Descriptors—*Artists, *Bibliographies, *Creative Activities, Creative Expression, Film Production. *Film Production Specialists. Films. *Film

Study, Foreign Language Films
Identifiers—*Eisenstein (Sergei M), Soviet Film
This biography of Sergei M. Eisenstein records the life of this pioneering Soviet filmmaker and concentrates upon the events in Eisenstein's life which motivated him to create films in the methods he chose. A chapter is devoted to each of Eisenstein's major films. His creative techniques are explored along with his relationship with other major artistic figures whom he contacted or with whom he worked. The film innovations introduced by Eisenstein have shaped the basic nature of the art since his time. (CH)

Pearse, James A.
Suggestion in Oral Performance: A Shadow of an

Image.
Pub Date May 73
Note—13p.; Paper presented at the Annual Doctoral Honors Seminar in Interpretation, "The December of Performance," (1st, Phenomenon of Performance," (1st, Northwestern University, School of Speech,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expressive Language, Figural Af-tereffects, Figurative Language, Films, Imagery, *Imagination, *Interpretive Reading, *Literary Analysis, Literature, Perception, *Sensory Experience Identifiers—*Performance (Dramatic)

dentifiers—"Performance (Dramauc)
Oral performance of literature can be compared with film viewing, in that both are strongly based on suggestion, which forces the spectator to participate actively in the creation of images.
Film is actually a series of still pictures, but persistence of vision produces the idea of motion in the mind. Litewise, literature in performance in the mind. Likewise, literature in performance in-volves verbal images from which emerge sug-gestions which produce the literary images in the auditor's consciousness, and the experience is completed in his mind. The power of suggestion is the interpreter's primary aid for indirect communication of literary meaning and feeling, just

as it aids the mime in his evocation of physical objects. The creative oral performance of literature consists of a combination of facial, bodily, and vocal actions, with the addition of the "-dynamic characteristics" of suggestion which are dynamic characteristics of suggestion which are all translated by the auditor in terms of his own experience and imagination. The film/viewer and the writer/reader/audience relationships both in-volve the spectator's mind and emotions in the performing process. (RN)

CS 500 562

Gifford, Denis The British Film Catalogue: 1895-1970. Pub Date 73

Note—1100p.
Available from—McGraw-Hill Book Company 1221 Ave. of the Americas, New York 10020 (\$44.50) becument Not Available from EDRS.

*Catalogs, Check Lists, *Directories, Film Production Specialists, *Films, *Film Study, Indexes (Locaters), Mass Media, *Reference Books, Sound Films Identifiers-Britain, *Film Catalogues, Film In-

dustry, Film Stars

This reference book catalogues nearly every commercial film produced in Britain for public entertainment from 1895 to 1970. The entries are listed chronologically by year and month. Each entry is limited to a single film and contains a cross index code number, exhibition date, main title, length, color system, production company, distribution company, producer, director, story type and source, main cast names, and a summary of the plot, as well as other information. The data listed for each film were obtained, primarily, through secondary sources. The index lists the film titles in alphabetical order with cross-index code numbers. The selection category of "British Eilm" were construed beroully. In plotted, films was construed broadly to include produced jointly by British companies and those from other countries. (CH)

CS 500 563

Minister, Kristing Theory of Meaning for the Performance of Literature. Pub Date May 73

Note-13p.; Paper presented at the Doctoral Honors Seminar, "The Phenomenon of Performance," (1st, Northwestern School of Speech, May 9-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29 University,

Descriptors—Characterization (Literature), Comcation (Thought Transfer), *Communica tion Skills, *Information Theory, *Interpretive Reading, *Language Research, *Literary Anal-

Reading, *Language Research, *Laterary Analysis, Literature, Research Opportunities, Semantics, Sensory Experience, Theater Arts Identifiers—*Meaning (Theory of)
Communication theories provide some assistance to these involved with interpretable to the provide of the provide reading, but the performance of literature calls for its own theory based on meaning and the unique qualities of interpretive skills. Theories of meaning involve both word meaning, based on the generalized processes of shared language experiences, and a personalized meaning, based on individual, differentiated experiences of readers and audience members. Meaning includes both intellectual and emotional responses to a piece of literature. A theory based on meaning can establish other theories unique both to the experience and performance of literature, including explanations of the general principles of ad-vanced interpretive reading. This suggests analytivalues interprete reading. This suggests analytical studies on the phenomenon of interpretation as related to both literary subjects and their development in performance. Empirical research could center on distinguishing between naturally acquired skills and the learned components of interpretation techniques (PN) terpretive techniques. (RN)

ED 087 058

CS 500 564

Kramer, Cheris Women's Rhetoric in "New Yorker" Cartoons: Patterns for a Mildred Milquetoast. Pub Date Nov 73

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29

*Communication Descriptors—*Cartoons, *Communication (Thought Transfer), *Females, Human Rela-tions, Interpersonal Relationship, Males, Mass Media, Periodicals, Role Perception, *Sex (Characteristics), Sex Discrimination, *Social Attitudes, Social Influences

The rhetorical possibilities available to women in contemporary society may be determined by in contemporary society may be determined by analyzing how women's speech is distinguished from male's speech in cartoons. This comic genre both reflects and helps establish social stereo-types. During the period between February 17 and May 12, 1973, 152 cartoons in the "New Yorker" (a general circulation magazine con-sidered an innovator and leader in the field of cartoning) were analyzed. A questionnaire con-sisting of a list of captions from cartoons in the "New Yorker" was also distributed to 50 men and women in speech classes at the University of Illinois, with directions to indicate whether the statements were spoken by a male or female and why. To determine whether the treatment of women's rhetoric in the "New Yorker" cartoons was representative of mass circulation magazines, was representative of mass recruitation magazines. 56 syndicated cartoons from the Sunday comics section of the Chicago "Daily News" were analyzed for the same three-month period. Data resulting from the study of the cartoons suggested that women use a more restricted, weaker lan-guage than men. Women cartoon characters used fewer exclamations and curse words and did not converse about traditionally male topics such as finance or politics. (EE)

ED 087 059

Bobker, Lee R. Making Movies: From Script to Screen.

Pub Date Apr 73

Note—304p. Available from—Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York 10017 (\$5.95

ocument Not Available from EDRS.

Descriptors—*Audiovisual Communication, Career Opportunities, Creative Activities, *Film Production, *Film Production Spe-cialists, *Films, Media Technology, Repetitive Film Showings, Scripts, *Sound Films, Visual Literacy

This book is a guide to the making of films. It covers preparation (scripting, storyboarding, budgeting, casting, and crew selection), filmig (directing, camera operating, and sound recording), and postproduction (editing, sound dubbing, laboratory processing, and trial screening). Distribution of films is discussed in detail. Possible careers in filmmaking are described. (CH)

Wilden, Anthony

CS 500 566

System and Structure: Essays in Communication and Exchange. Pub Date 72

Note-540p.

Note—540p.
Available from—Harper & Row Publishers, Inc., 10 E. 53 St., New York 10022 (\$25.00)
Document Not Available from EDRS.
Descriptors—Analog Computers, Anthropology, Codification, Digital Computers, *Information Theory, Interaction, Language, Linguistic Theory, Mediation Theory, *Models, Politics, Psychology, *Semiotics, *Structural Analysis, Symbolic Language, Systems Approach. Psychology, "Semiotics, "Structural Analysis, Symbolic Language, Systems Approach, "Systems Concepts Identifiers—Freud (Sigmund), Lacan (Jean), Levi

Strauss (Claude), Piaget (Jean) This book ranges widely over the fields of com-Into book ranges widely over the heids of communication theory, Freudian and Lacanian psychology, and Levi-Straussian anthropology. The primary goal of the book is an examination of the structural and analogic patterns within human communication and exchange. This examination involves discourses upon the computer compared to the human persons switches the incompared to the human persons switches the incompared to the human persons switches the computer. compared to the human nervous system, the im-plications of the "double bind" theory, Piaget's genetic structuralism, model study of open and closed systems, and the social and political impli-cations of semiotic systems which tend to oppress people (primarily the systems of organized science and psychology). The book is, in large part, a study of the ways existing languages and systems of thinking thwart mankind's free growth toward its full potential. (CH)

ED 087 061 Wolff, Florence 1

CS 500 567

out the control of College and University
Speech-Communication Courses and Faculty: A
Survey and the University of Dayton Evaluation

Pub Date Nov 73

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Transfer), *Evaluation, *Evaluation Techniques, Faculty, *Higher Education, National Surveys, School Surveys, *Speech Curriculum, Student Attitudes, Student Role, *Teacher Evaluation Identifiers—*Dayton University

Sixty-three randomly selected department heads at colleges and universities in 36 states responded to two composite questions concerning the use of student evaluations by their departthe use of student evaluations by their depart-ments. Resulting data indicated that nearly 90 percent of the college and university speech de-partments surveyed utilize student evaluations, approximately 87 percent of the chairmen per-sonally direct student evaluation of courses and faculty, about 75 percent of the chairmen ad-minister student evaluations during each term, and nearly 96 percent of the responding chair-men utilize the evaluation results. The report in-cludes the University of Dayton Teacher and Course Evaluation Questionnaire developed by the Department of Communication Arts at the University of Dayton and administered first in April 1971. (EE)

ED 087 062

CS 500 569

DeArmond, Bill
A Profile of The Kentucky High School Speech League Coach.

Kentucky Association for Communication Arts. Georgetown.

Pub Date 19
Note—6p.
Journal Cit—Kentucky Journal of Communication Arts; v4 n2 p9-13 Fall 1973
EDRS Price MF-\$0.65 HC-\$3.29

pational Information, Occupational Surveys, Secondary Education, *Speaking Activities, *Speech Instruction, State Surveys, *Teachers

"Speech Instruction, State Surveys, "Teachers Identifiers—"Forensics, Kentucky
This survey of 130 schools of the Kentucky
High School Speech League was designed to
develop a profile of the Kentucky forensics
coach. The survey consisted of nine basic
questions, including education, Kentucky residency, experience, salary, class load, extra
responsibilities, extent of the forensic and dramatic programs, and school and individual memmatic programs, and school and individual memmatic programs, and school and individual mem bership in professional societies. Results revealed the typical Kentucky speech coach did not compare favorably with his counterparts throughout the country. Less than half had their master's degree and only 42 "ercent had the equivalent of a speech minor. Furthermore, the coach was usually reared in Kentucky educational system and had deep roots and family ties in the state. The average coach seemed dedicated yet hampered by relative lack of recognition by state and local administrators of the importance of speech to their school program. Most coaches had little support and were severely taxed to attend five tournaments a year. Finally, only every other coach was a member of any professional speech organization. (HOD)

ED 087 063

CS 500 570

Brusbe, Jeffrey R., Ed.
Framework for Speech Communication in California Public Schools, Grades Kindergarten through Fourteen.

California State Speech Council.

Pub Date Jun 73

Note—38p.; Prepared by a Committee on Criteria Based Instruction, a joint committee of the California High School Speech Association and the California Speech Association

Available from-Donovan Cummings, c/o Edis Senior High, Stockton, California 95206 (\$3.50; Make checks payable to California State Speech Council. California residents add sales tax)

sales tax)
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, Communication (Thought Transfer), *Communication Skills, *Educational Objectives, Objectives, *Oral Communication, *Speech Curriculum The main function of this speech communication.

tion framework is to present a general structure of objectives for sequential instruction in oral communication, grades K-14. It consists of sam-ple activities related to the goal structure and or-

ganized in five learning levels. The six main goals listed under the general goal are broad educa-tional concepts and are not stated in terms of student performance. Each level of subgoal further refines the general statement, introducing objectives appropriate for lesson units written in terms of student performance. The activities suggested in the grade level chapters are organized around the speech communication objectives given in the general goal structure. (HOD)

Fensin, Edna H. Costume Design, Art Education: 6697.01 and Home and Family Education: 6766.16. Dade County Public Schools, Miami, Fla. Pub Date 72

Note-15p.; Authorized course of instruction for

the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Activities, *Art Education, *Clothing Design, Curriculum Guides, Home Economics Education, *Secondary Education, *Teaching Guides Identifiers—Minicourses, *Quinmester Program

This course guide for teachers is intended to provide experiences for secondary school students in the design and development of costumes for dramatic productions. Behavioral objectives listed for the students include: (1) explaining costume is an expression of the people, the times, and the culture; (2) making drawings and paintings of the different periods in history; (3) giving examples of how religion, ethics, and customs influenced the design and decoration of clothing; (4) designing costumes for a specific part in a production; and (5) investigating the areas or accessories and reasons for their design. Also included are: "Rationale"; "Course Content" (includes studying the history of civilization and how it affected the costumes of the people of the times, drawing proportioned adult human figures and the figure of a child, and studying and making charts of various ornamental motifs, both Strategies and Suggested Learning Activities to Facilitate the Achievement of Objectives"; and Resources, "which includes books, films "Resources," which includes books, films, models, and magazines for both teachers and pupils. (WR)

CS 500 577 ED 087 065 Getting to Know Yourself Through Acting, Lan-guage Arts (English, Drama): 5111.23.

Dade County Public Schools, Miami, Fla Pub Date 72

Note-10p.; Authorized course of instruction for

the Quinmester Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, Curriculum Guides, Dramatics, *Language Arts, Role Perception, Role matics, "Secondary Education, Simulation, *Student Problems, "Teaching Guides, Teaching Methods, Teaching Techniques Identifiers—Minicourses, "Quinmester Program

This course guide for teachers is intended to help students use improvisational acting techniques in exploring problems that affect today's youth. Performance objectives are listed which include: (1) the application of procedures to follow in group problem solving to complete activities to improve concentration, and (2) the activities to improve concentration, and (2) the analysis of characters from a play to present dramatic character sketches in class. Also included are: "Course Content," which presents the rationale for the course and the specific content; "Teaching Strategies," which suggests teaching techniques for accomplishing the attainment of the performance objectives (among these techniques are tactile procedures, mirror exer-cises, body movement, group discussions, imcises, body movement, group discussions, im-provising, showing emotional response, short lec-tures, role playing, character analysis, and writing activities); "Student Resources," which lists state-adopted textbooks; and "Teacher Resources," which lists supplementary materials for teacher and student use. (WR)

ED 087 066

CS 500 578

ED 087 066
Su, Stanley Y. W. Moore, Robert L.
Discourse Synthesis, Analysis and Their Application to CAI (Computer Assisted Instruction).
Florida Univ., Gainesville. Communication

Pub Date Mar 72

Note-21p.; Communication Sciences Laboratory Quarterly Report, Volume 10, No. 1 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Content Analysis, *Discourse Analysis, Expository Writing, Higher Education, *Journalism, *Language Research, Linguistic Patterns, *Paragraph Composition, Persuasive Discourse, Semantics, Sentences, Writing Skills

This paper deals with the computer's produc-tion and recognition of sentences in a connected discourse and its application to computer assisted instruction. Studies of textual properties in real instruction. Studies of textual properties in real discourses have been carried out at the paragraph level. The theoretical concepts of representing paragraph content in terms of (1) the factual data expressed by the grammatical units in a paragraph, (2) the development types and their structural relationships and (3) the cohesive principles used in the sentences of the paragraph is presented. The theoretical investigation of discourse properties is aided by a paragraph generation system constructed to synthesize paragraphs and to test out the linguistic assumptions made in the study. The theoretical concept and the computational tool constructed are used in the development of an integrated computer-assisted system designed to synthesize and analyze news stories at the paragraph level and to provide preprogrammed critiques to students learning journalistic writing. (Author)

ED 087 067

Forston, Robert F. Forston, Anne L.
Courtroom Access: Clarification and Recommen-

dation for Canon 35. Pub Date Nov 72

Note-45p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Honolulu, November, 1972)
EDRS Price MF-\$0.65 HC-\$3.29

Process, Legal Problems, *Mass Media, Professional Associations, *Radio Identifiers—American Bar Association, *Canon

Canon 35, concerning improper publicizing of court proceedings, is one of the professional codes of the American Bar Association. First adopted in 1937, it has twice been amended and idely observed by most courts throughout the United States. Reasons for barring radio or television coverage of trials are based on concerns that broadcasting would detract from courtroom dig-nity, distract participants and witnesses, and create misconceptions about the true nature of trials in the minds of viewers. Opponents of Canon 35 claim that broadcasting of trial proceedings would make them truly public. They also feel that this broadcast ban infringes on the public's right to know about administration of justice and thus denies freedom of the press and freedom of information. Broadcasting in the cour-troom can also serve to educate the public in ju-dicial matters. The worth of Canon 35 could be determined by setting it aside for an experimental period, allowing trials to be broadcast on a selective basis. This procedure could then be evaluated by independent observers to determine the actual effects of this type of publicity on court proceedings. (RN)

ED 087 068 CS 500 581

Manchel, Frank Film Study: A Resource Guide.

Pub Date 73 Note-422p.

Available from—Fairleigh Dickinson University Press, Box 421, Cranbury, New Jersey 08512 (\$18.00)

Document Not Available from EDRS.

Bibliographies, *Films, *Film Study, Higher Education, Library Guides, Production Techniques, Reference Materials, *Resource Guides, Secondary Education, *Surveys

Identifiers—Filmographies
This resource guide describes six popular approaches to the study of the cinema and provides a practical analysis of selected books, materials, a practical analysis of selected books, materials, and information about motion picture rentals. Highlighting this extensive survey of film studies are the annotated, critical bibliographies and filmographies of significant books, articles and films by and about leading film critics, historians, and directors. The book includes sources from all over the world that are available in English translation. Although the primary emphasis is on com-mercial feature films, references are made to short subjects and student movies, and samples of

shooting scripts are included. Chapters include: "Film Literature," "A Representative Genre of the Film," "Stereotyping in Film," "A Thematic Approach," "Comparative Literature," "A Representative Period of American Film (1913-1910)." "Appropriative the Hierary Film (1913-1910)." Appropriative the Hierary Film (1913-1910)." The Propriative of Film (1913-1910). The Propriative of Film (1913-1910). The Propriative of Film (1913-1910) and Propriative of Film (1913-1910). The Propriative of Film (1913-1910) and Propriative of Film (1913-1910). The Propriative of Film (1913-1910) and Propriative of Film (1913-1910). 1919)," "Approaching the History of Film," and "Film Study." The document concludes with an extensive glossary and indexes. (RB)

ED 087 069

CS 500 582

Pearce, W. Barnett Trust in Interpersonal Communication

ub Date May 73

Note—31p.; Paper presented at the Annual Meet-ing of the International Communication As-sociation (Montreal, May 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Cognitive Processes, College Students, *Communication (Thought Transfer), Higher Education, Human Relations, Interaction Process Analysis, Inter-personal Competence, *Interpersonal Relation-ship, *Psychological Studies, Sensitivity Training, Social Relations Identifiers—*Trust

Communication between persons who trust each other differs from that between those who do not. A new conceptualization of trust is of-fered, drawing from game theory, credibility research, sensitivity/encounter groups, and studies of generalized expectations of trustworthiness, which makes an important distinction between the cognitive state of trust and trusting behaviors. Trusting behavior occurs only in situations in which the trusting person perceives his outcomes to be contingent upon the behavior of the other person, has some confidence in his expectations for the other's behavior, and has available options of increasing or decreasing his vulnerability to the other. The cognitive state of trust involves perceiving the other as knowing the nature of the contingency in their relationship, capable of per-forming the behavior he chooses, and motivated to prevent unacceptably negative outcomes being conferred upon the truster. Trusting behavior consists of increasing one's vulnerability to the other and may take many forms. Some empirical support for this conceptualization is reported, and the implications of this concept for communication research are discussed. (Author)

CS 500 583

Saboe, Mary E. "Gestus" and the Performance of Prose Fiction. Pub Date May 73

Note-12p.; Paper presented at the Doctoral Honors Seminar in Interpretation "The Phenomenon of Performance" (1st, Northwestern University, School of Speech, May 9-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Choral Speaking, Communication (Thought Transfer), Creative Dramatics, Drama, Fiction, *Interpretive Reading, *Literature Appreciation, Oral Communication, *Oral Expression, Prose, *Readers Theater, *Theater

Identifiers-*Brecht (Bertolt), Gestus

Three performance problems encountered in storytelling are: subordinating the perspective of individual characters to that of the storyteller; the role of the audience; and the undefined boundary between reader and audience. The concept of "-Gestus" as espoused in the dramatic theory of Bertolt Brecht offers an approach to the per-formance of imaginative literature singularly structured to solve these three performance problems. Crucial to Brecht's gestic approach to performance is his belief that an understanding of the story as a whole must precede specific character analysis, that an intelligent, critically in-volved audience is indispensable to good performance, and that literal representations of tion are not the only means, or even the best means, of communicating the gestic impulse to the audience. (LL)

ED 087 071

CS 500 584

Hindert, Kathleen
Did Anything Happen?: Chance Composition in aders Theatre. Pub Date Nov 72

Note-9p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Honolulu, November 1972)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Choral Speaking, Communication (Thought Transfer), Creative Dramatics, Elementary Education, Higher Education, *Interpretive Reading, *Literature Appreciation, Oral Communication, *Oral Expression, Communication, *Oral Education, *Education, *Interpretive Communication, *Interpretive Communica Communication, *Oral Expression, lers Theater, Secondary Education, Readers T Theater Arts

Theater Arts
During the 1950s, when it first began, Readers
Theatre was textual in its emphasis; it involved
the group reading of literature and the staging of
poems and poets' stories, essays, and scenes. In
its second stage, during the sixties, Readers
Theatre became a directors' art; it was the
director who adapted and arranged the literature
and whose creativity and insight gave Readers
Theatre its continuing growth and energy. The
third stage, now in process, is a performer-centered period in which the readers themselves
become the artistic impetus for the Readers tered period in which the readers themselves become the artistic impetus for the Readers Theatre presentational form. Interpretation and Readers Theatre have for too long been defined, and their perspectives, horizons, and future have far too long been seen, only in terms of their edu-cational setting. Complete identification with the book leads to a flat interpretation. However, with book leads to a flat interpretation. However, win the interpreter as artistic source and with the ex-tended dimensions of chance composition, the text again exists--presumed, subsumed, and celebrated within and through the presentational form of the readers of Readers Theatre. (LL)

ED 087 072

CS 500 585

Veninga, Robert Louis A Case Study in Organization Development: The Pub Date 72

Note-230p.; Ph.D. Dissertation, University of Minnesota

Minnesota Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,815, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS. Descriptors—Behavioral Objectives, Behavioral

Science Research, *Communication (Thought Transfer), Doctoral Theses, Group Dynamics, Group Unity, *Hospitals, Information Theory, *Interpersonal Relationship, *Organizational Development, *Organizations (Groups) Identifiers—*Source Credibility

Theories and research in speech communication that have particular relevance to organization development include studies in areas of en-tropy, feedback, group cohesiveness, norms, opinion leadership, and source credibility. One study of an organization development project made at a hospital revealed that subjects tended to report those changes in management practices designed to improve interpersonal processes. A primary weakness in the program appeared to be the lack of systematic reinforcement of newly learned behaviors. This observation suggests procedures whereby future organization develop-ment programs can be improved. Also, those who plan such programs, especially for organizations such as hospitals, should focus on small units within the overall group. (RN)

ED 087 073 CS 500 586 Hollien, Harry

On Vocal Registers. Florida Univ., Gainesville. Communication Sciences Lab

Pub Date Mar 72

Note—35p.; Communication Sciences Laboratory Quarterly Report, Volume 10, No. 1 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Frice MF-30.65 RC-35.27
Descriptors—*Auditory Discrimination, Auditory Perception, *Physiology, Speech Evaluation, *Speech Habits, Speech Improvement, *Speech Instruction, *Speech Skills Identifiers—*Vocal Registers

A vocal register is a series or range of consecutive frequencies that can be produced with nearly identical voice quality. On the basis of research identical voice quality. On the basis of research three fundamental registers can be defined and described: pulse, a low range of phonation; modal, a middle or "normal" range; and loft, a high range, described by some as falsetto. These three principal vocal registers are defined on the basis of four operational criteria. The acoustic characteristics of the registers are that each one occupies different ranges of fundamental frequen-cies, reveals different magnitudes of vocal intensi-ty, and has a different frequency composition. Perceptually, the three registers can be dif-ferentiated and identified on the basis of voice

quality. Physiologically, they differ because of vocal length or thickness and vibratory patterns. Aerodynamic characteristics relate to subglottic pressure, air flow, glottal resistance, and voice in-tensity. (A list of 55 references is attached to this report.) (RN)

CS 500 587

ED 087 0/4

Nichaus, Sister JoAnn

Performing the Narrators in Jean Stafford's "The Hope Chest."

Pub Date May 73

Note—10p.; Paper presented at the Doctoral Honors Seminar in Interpretation "The Phenomenon of Performance" (1st. Northwestern University, School of Speech, May 9-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Characterization (Literature), Expressive Language, Fiction, *Interpretive Reading, Language Styles, *Literary Analysis, *Literary Perspective, Literary Styles, Narration, Prose, *Short Stories

"The Hope Chest," a short story by Jean Stafford, offers a challenge to the oral interpreter of literature because it demands that the performer demonstrate its complex narrative levels. There are five distinct facets in the personality of the central character. Miss Bellamy: a lonely, fearful old lady; a shrewd, hospitable mistress of her household; a dour, tyrannical woman; a bitter old-maid of thirty-five; and a happy young girl. The reader-narrator must reveal differing at-The reader-narrator must reveal differing at-titudes about Miss Bellamy-sympathetic at some points, cold and critical at others. Finally, the implied" point of view of the author, Miss Stafford, causes the reader-interpreter to feel sympathy for a character whose attitudes and behavior would normally be socially unacceptable. A successful performance of this story depends on the interpreter's abilities to portray the five aspects of Miss Bellamy's character, to express the differing relationships of the narrator to her, and to suggest the values and attitudes of the author (RN)

ED 087 075

CS 500 588

Lutz, Jeanne M. Through a State-Wide Educational Consultancy

Pub Date Nov 73

Note-4p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Consultation Programs, *Curriculum Development, Elementary Grades, Federal Aid, Oral Communication, *Secondary Grades, *Speech Curriculum, Speech Education, Speech Skills, State Departments of Education, *State Programs Identifiers—*Pennsylvania

Two programs have been developed in Pennsylvania to provide opportunities for and guidance in the development of speech communication curricula. The State Consultancy Service, established in 1964, first used volunteer consultant authorities to initiate speech education programs in school curricula or to suggest methods for improving existing programs. At no

time has there been an attempt to establish a state prescribed syllabus or curriculum, although the program has operated under the supervision of the state's Department of Public Instruction. The second program developed from a Title III grant funded in 1968 with the objective of developing speech education programs that are adaptable to a variety of school situations, depending on population, schedules, and educa-tional philosophies. The curricula are formulated in terms of behavioral objectives and thus can be used in programs ranging from mini-courses to two-semester courses. One result of these programs is that the Pennsylvania Department of Education now employs a full-time speech advisor. (RN)

Jandt, Fred E.

Beaver, Claude D. Jandt, Fred E.
Communication Behavior in a Simulated Organizational Setting.

ganizational setting.
Pub Date Nov 73
Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, Nov. 8-11, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Communication Transfer), *Employer Employee Relationsl Group Relations, Humanization, Human Relations, Individual Needs, Industrial Personnel, *Industrial Relations, Intergroup Relations, *Interpersonal Relationship, *Labor Conditions, Labor Force, Labor Problems, Models, *Simu-Intion

The nature of the work on an automated as-The nature of the work on an automated as-sembly line is the major cause of complaint among workers and labor unions. In trying to solve the problem of alienation among American industrial workers, a simulation model, "Kingsci-ty," patterned after the General Motors plant at Lordstown, Ohio, was utilized in a basic interper-sonal communication course at the State University College at Brockport, New York. Results suggested that a simulation model can aid in study-ing worker alienation with these modifications: (1) the choice sheet should be reduced to a few (1) the choice sheet should be reduced to a tew items or only items dealing with powerlessness; (2) the Zuckerman and Lubin Multiple Affect Adjective Check List could be eliminated or reduced to a shorter form; and, (3) the model should attempt to measure dehumanization feelings based on Kahn's definition. (DS)

CS 500 590

Sewell, Edward H., Jr.

The Effects of Interestingness, Monetary Incentive, and Sex of the Listener on Listening Achieve-

Pub Date Nov 73

Note—13p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (59th, New York City, November 8-11, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention, Auditory Perception, Communication (Thought Transfer), Com-prehension, Language Skills, *Listening, *Listening Comprehension, Listening Habits, *Motivation, *Sex Differences, Speech Educa-tion, Verbal Communication Three variables—instructions, monetary incen-

tives, and the sex of the listener--were studied to test the hypotheses that subjects would score higher on listener achievement tests if they (1) ere told they would hear an interesting spe (2) were given higher sums of money for their participation, and (3) were male. Over 120 undergraduate students at Ohio University listened to a test speech. Listener achievement was measured by a twenty-item recognition test. A mean of 11.77 and a standard deviation of 3.46, with scores ranging from 4 to 20, were obtained. A coefficient of internal consistency of 0.67 was obtained by the KR-20 formula. Results suggested that "interestingness" of orienting instructions and monetary incentives had no significant effect on the scores, but that males did score significantly higher than females. When subjects told the speech would be boring or interesting, they evaluated the "interestingness" of the speech in accordance with the orienting instruc-tions. There was no significant correlation between the perceived "interestingness" and the listener achievement test scores. (DS)

ED 087 078 Hart. Roderick P. CS 500 591

The Mission of Speech Communication: Social Perspectives.

Note—7p.; Paper presented at the Annual Meet-ing of the Speech Communication Association

(Chicago, December 1972) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Educa-tional Development, Educational Strategies, *Effective Teaching, Instructional Innovation, Relevance (Education), *Social Action, Social Change, Social Problems, Social Values, Speech Curriculum, *Speech Education, **Teaching Techniques**

Speech communication educators should meathe effectiveness of communication abilities in the resolution of prevailing social problems. Purdue University department chairmen were asked to draft "mission statements" in a 1971-72 project. The project afforded the Department of Communication staff an opportunity to redefine their goals and to assess their activities. Two dominant social exigencies were observed as challenges to communication talents: the increasing complexity of society and growing social upheaval. In response, speech educators should lead students toward communicative reap-

proachement, should apply rhetorical insight into interpersonal conflicts, and should discover communicative means of bridging the gaps in society Specifically, speech communication scholars can teach the art of influencing public policy through effective speech and can demonstrate to in-dividuals how to increase their rhetorical in-dividuality and ability in order to enjoy more fully the mass communication experiences in their daily lives. (DS)

ED 087 079

CS 500 592

Pacilio, John, Jr.
A Quasi-Experimental Study of Communication
Outcomes of Three Management Instruction Pub Date 72

Note-247p.; Ph.D. Dissertation, Purdue Univer-

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, An Arbor, Michigan 48106 (Order No. 72-30,953, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Chapter Communication (Thought

Transfer), *Communication Skills, Feedback, Information Theory, Interaction, *Management Development, *Management Education,

Speech Curriculum, "Speech Education
The type of communication instruction in
management education programs does not seem to have a significant effect on communication "outcomes" and behaviors. Programs studied for comparative results included an executive development program and a management training Students in the executive development program showed improvement in their ability to evaluate feedback responsiveness of a television commentator. They were also tested for the effects of their training on feedback receptiveness and responsiveness when they returned to their jobs. The executives were rated by their peers on such qualities as tact, critical thinking, analytical thinking, and leadership qualities. Students in the management training course responded better to questions on their knowledge of feedback and communication theory. (RN)

ED 087 080 Bailey, William CS 500 593

epts of Identity: East and West. Pub Date Nov 73 Note-9p.; Paper presented at the Annual Meet-

ing of the Speech Communication Association (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors-Communication Transfer), *Cross Cultural Studies, Cultural Background, Cultural Context, *Cultural Interrelationships, Non Western Civilization,
*Poetry, Religion, Religious Cultural Groups,
*Rhetoric, *Rhetorical Criticism, Sociocultural relationships,

Patterns, Speech

Rhetorical discourse and poetic discourse are distinct and must be studied accordingly. Rhetorical discourse treats the world pragmatically, whereas poetic discourse contains an aspect of decoration. Murray Krieger, as a representative of the New Criticism, claims that rhetorical discourse dualizes and alienates man from his world but that poetic discourse provides a monistic experience because of its contemplative mature. However, this position is in error if Western rhetoric and logic (as pragmatic instruents of a world view) evolved from ancient mythologies and religions; that is, it is erroneous to view thought and speech as universals and to assume they have the same identity in all cultures. A more accurate intercultural view would leave rhetoric in its own cultural setting until the way it functions for a given people in a given cul-ture is known. When fully analyzed, for example, the philosophies of Zoroastrianism, Buddhism, Hinduism, Taoism, Tao Teh King, the Upanishands and Mao would show how the Orientals maintain the doctrine of "not-self," ject duality, and treat speech and thought as in-tellectual additions to experience. (DS)

ED 087 081

Fox, Denamae Dawson The Influence of Perception Training on Commu-nication Between Polarized Groups of Officers and Inmates at the Colorado Women's Cor-rectional Institution.

Note-141p.; Ph.D. Dissertation, University of

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-1770, MFilm \$4.00, Xerography \$10.00) Document Not Available from EDRS.

Descriptors—Behavior Change, *Changing Attitudes, Communication (Thought Transfer), *Group Behavior, Group Dynamics, *Interac-tion, *Intergroup Relations, *Interpersonal Relationship, Prisoners, Social Attitudes Identifiers—*Perception Training

Those who wish to bring about positive communication between two groups with strongly polarized attitudes cannot do so merely by bringing the groups together for interaction. A study of inmates and officers at a women's prison revealed the potential of perception training for changing initially polarized conceptions. Analyses of subjects' perceptions of groups with opposing beliefs showed that positive interaction can occur with proper training in communication skills. Initial contact between polarized groups is usually negative and continued limited contact without planned training in perception results in deterioration to a more negative level. However, continued contact involving perception training results in more positive communication and interaction. (RN)

CS 500 595

Hurlich, Patricia And Others Conversational Turn-Taking: An Example with Children. Pub Date Nov 73

Note—7p.; Paper presented at the Annual Meet-ing of the American Anthropological Associa-tion (New Orleans, November 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, Cues, Language Fluency, *Language Patterns, *Language Skills, Nonverbal Ability, *Oral Communication, Oral Ex-pression, Speech, *Speech Skills, Standard Spoken Usage, Verbal Communication

While sequencing of speaking turns occurs in both adult and child systems, the adult system is nonverbal by signaling speaker/listener roles and is constrained by expectations of speaking turns responsive to a shared topic. Children's speaking turns are not accompanied regularly by nonverbal signals; the speaker role does not require a listener role. Monologue speech elements may occur within the child's turn taking system or outside of it as simultaneous talk. In encounters between child and adult speaking systems the teacher regularly attempts to impose his own dialogue and continuation constraints upon the child's more flexible speaking system. Also, the teacher regu-larly picks up an utterance of the child's monolgue and paraphrases it into a question to which the child again is forced to answer. Presumably through time such systematic adult monitoring will result in the child coming to accept such constraints as part of his own speaking turn system. Likewise, the child will incorporate the adult nonverbal signals and cues. (WR)

EA

ED 087 083

EA 005 328

Thomas, John H. And Others Polling and Survey Research. Analysis and Bibliography Series, Number Seventeen.

National School Public Relations Association, Arlington, Va.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73 Contract-OEC-0-080353-3514

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 411-12838, \$2.00, prepaid) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Bibliographies, Case Studies, *Community Surveys, Data Analysis, *Literature Reviews, Questionnaires, Analysis, "Literature Reviews, Judeanimates, Relevance (Information Retrieval), Research, *Research Methodology, Research Utilization, *School Budget Elections, School Community Relationship, *School Surveys, Voting

This document is intended to benefit the many individual school districts who, inspired by the

Gallup polls, are now conducting their own surveys. The publication reviews the extensive volume of literature on polling and survey research methods and outlines the main steps to research methods and outlines the main steps to be taken in conducting a survey. Some of the areas covered are the advantages and disad-vantages of school surveys, questionnaire con-struction, data analysis, and the choice of methodology. Descriptions of various successful educational survey methods utilized in Lincoln, Nebraska; Oakland, Michigan; and Santa Clara County, California, are provided along with an 81-item bibliography. (Author/EA)

EA 005 710 ED 087 084

Sunshine, Phyllis M.

Approaches to School Discipline. A Selected Review of the Literature No. 2. Reviews of

Maryland State Dept. of Education, Baltimore. Div. of Research, Evaluation, and Information

Systems.
Pub Date Oct 73

ote-39p. EDRS Price MF-\$0.65 HC-\$3.29

Proceedings of the Process of the Pr ture Reviews, Models, Reinforcement, Secon dary Schools, *Student Behavior

dentifiers—Adlerian Psychology
This pamphlet first describes the various ways
in which discipline can be defined. Two models for dealing with classroom discipline are then presented. The first model--psychoanalytic-emphasizes the importance of understanding in dealing with discipline problems. In contrast, the second model--behavior modification--focuses on the various techniques; e.g., reinforcement and modeling; as procedures for classroom management. The ideas presented in this pamphlet are based both on scholarly opinion and on empirical investigation. (Author/JF)

FD 087 085 EA 005 826 EA 005 826
A Systems Approach to the Practice of Architecture, BSIC/EFL Newsletter.
Building Systems Information Clearinghouse, Menlo Park, Calif.
Report No-BSIC-Vol-5-No-3
Bub Date Date 22

Pub Date Dec 73

Note-15p. Available from-BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, *Architecture, Bids, Building Plans, Check Lists, *Component Building Systems, Construction Costs, *Con-struction Management, Critical Path Method. Elementary Schools, High Schools, Middle Schools, Modular Building Design, Per-formance Specifications, School Construction, *Systems Approach, Universities Identifiers—*Building Systems, Energy Conserva-

The main article in this newsletter concerns the adoption by an architectural firm of elements of a systems approach as a means of providing school buildings responsive spatially and environmentally to educational change, and how these activities were later instrumental in facilitating entry by the architectural firm into the construction management field. The pros and cons of construction management and building systems for client, contractors, and architect are cited. Included are photographs, building plans, and specifications of four schools completed or in progress.

EA 005 827 Proceedings. Association of Physical Plant Administrators of Universities and College Annual Meeting. (60th, Honolulu, Hawaii, April 7-12,

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date 73

Note-113p.; A related document is ED 073 560 Available from—Association of Physical Plant Administrators of Universities and Colleges, Suite 510, One Dupont Circle, Washington, D. C. 20036 (\$10.00 hard-bound) EDRS Price MF-\$0.65 HC Not Available from

Descriptors—*Administrative Personnel, Air Conditioning, *Annual Reports, *Building Operation, Campus Planning, Cost Effective-

ness, Equipment Maintenance, *Higher Educa-tion, Meetings, Offices (Facilities), Planning (Facilities), Professional Associations, Safety, *School Maintenance, Security, Speeches, Unions

This presentation is comprised of 12 session Into presentation is comprised of 12 session papers and the text of a large institution experience exchange session dealing with various aspects of campus physical plant maintenance. Among the subjects covered are unionism; fire safety; air conditioning water treatment; cost and performance control; housekeeping consultants; Building design for easy maintenance; a faculty office furniture and structure system; air conditioning; OSHA, Occupational Safety and Health Act; electrical equipment preventive maintenance; campus security; and economic justification for office landscaping. (Photographs may reproduce poorly.) (MLF)

ED 087 087

EA 005 828

La Noue, George R., Ed. Educational Vouchers: Concepts and Controver-

Pub Date 72

Note-176p.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 (\$3.50 paper, prepaid; or \$8.50 cloth.

10027 (33.30 paper, prepaid; or 38.30 cloth, prepaid)
Document Not Available from EDRS.
Descriptors—Court Cases, Educational Experiments, "Educational Finance, "Education Vouchers, "Equal Education, "Legal Problems, "Parochial School Aid, Private Schools, Public Schools

Few concepts have ever raised simultaneously as many hopes and fears about the future of American education as has the idea of educa-tional vouchers. Voucher proponents want to change the traditional system of using tax funds for financing public schools to an arrangement of providing tax vouchers to individual parents, who would purchase education in a marketplace of diverse schools. There is no single voucher orverse schools. There is no single voucher proposal. Some voucher advocates propose a system that would be highly regulated to avoid discrimination and inequality; whereas others urge unregulated vouchers that would encourage e maximum variety of educational alternatives. Similarly, some people support compensatory vouchers to provide additional amounts for poor families; whereas others insist that all families should receive equal amounts. Debate over the probable impact of the various types of vouchers on educational quality and equality has led to fierce controversy. The purpose of this volume is to juxtapose the perspectives and arguments being used in the debate to permit the reader to make his own policy judgments. In separate chapters, lawyers, economists, and educators give their views on such issues as the effect of education vouchers on private schools, the equality of education, and the segregation of schools. Also included are reprints of some Congressional hearings on education vouchers. (JF)

ED 087 088 EA 005 829

Watman, Thomas J.

Open Campus. The W. E. S. Bulletin. Watman Educational Services, Henniker, N.H. Pub Date Aug 73

Note-22p.

Available from-Watman Educational Services,
P. O. Box 457, Henniker, New Hampshire 93242 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from

Descriptors—*Alternative Schools, *Educational Change, Educational Facilities, *Educational Objectives, Educational Planning, Educational Policy, Evaluation, High Schools, Independent Study, Individualized Instruction, *Open Educational Planning, *Open E cation, Planning (Facilities), *School Community Relationship

Identifiers-*Minicourses, Open Campus Schools Several factors support the new concept of open campus schools. Traditional high school study halls have outlived their usefulness as more more teachers have found it appropriate to make nontextbook assignments to students. Youth's resistance to the arbitrary restrictions of school, the greater informality and freedom available in post-school and adult life, and the fact that many students have developed important educational activities outside the physical con-fines of the school provide additional reasons that

support the open campus concept. Open education also promotes more individualized instruc-tion, opportunities for independent study, and acceptance of responsibility for own educational development. Open campus plans are also a way for high schools to develop a workable alternative to traditional high school programs and to break down the artificial barriers between the school and the programs and to break down the artificial barriers between the school and the community. This document provides suggested steps to be followed in planning, implementing, and evaluating an open campus program and some descriptions of successful open campus models. (Author/WM)

Fox, Robert S. And Others
The Principal as the School's Climate Leader: A
New Role for the Principalship. An Occasional

Paper. CFK, Ltd., Denver, Colo.

Pub Date 71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Administra-tor Responsibility, Administrator Role, *Educa-tional Change, Educational Environment, Educational Objectives, *Humanization, Leader-ship, *Leadership Responsibility, *Organizational Climate, Participant Involvement, cipals, Questionnaires, School Environment, Secondary Schools

This paper focuses on the principal's role in developing an improved or humane school environment for learning. It explores the thesis that the principal can be an effective and dynamic climate leader for change, but that he works within a participative process that involves all those who are part of the school environment and some who are not. The authors examine determinants of school climate, the principal's role in creating and maintaining a more positive environment, implementation strategies for a principal to begin improving his own skills toward fulfilling such a leadership role, and techniques for assessing the effectiveness of the approach. (Author/WM)

ED 087 090 EA 005 831

Howard, Eugene R. Jenkins, John M.
Improving Discipline in the Secondary School. A
Catalogue of Alternatives to Repression. An Occasional Paper.

CFK, Ltd., Denver, Colo. Pub Date 1701

Note—15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Communica-tion Problems, Decision Making, "Discipline, Discipline Policy, "Educational Provironment, "Humanization," Organizational Change, Or-ganizational Climate, School Environment, ganizational Climate, School Environment, *Secondary Schools, Values The usual approach to improving discipline in

the schools is the repressive approach — more rules, stricter enforcement, more efficient pupil surveillance, suspensions of privileges, or additional rules imposed by the board of education. School administrators, faced with increased public concern and lacking well-defined alternative control of the property of the school administrators. tives to such repressive measures, tend to accede to public pressure, thereby making matters worse. This paper is designed to serve the educator who Inis paper is designed to serve the educator who wants to take positive rather than negative steps towards improving school discipline. The projects suggested here, taken together, should add up to a comprehensive effort to modify the learning environment. Three major pieces of this environment are provided to the project of the proje ment are considered here -- the belief and value system of the school, the school's communications system, and the manner in which decisions are made within the institution. Significant changes in these important components of the in-stitution should do much to remedy the causes of discipline problems. (Author)

EA 005 833

DePalma, Frank State Policy Making for the Public Schools of

Ohio State Univ., Columbus. Educational Governance Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Jan 74

Grant-OEG-0-73-0499 Note-112p; Related documents are EA 005 798-799 and EA 005 834

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Case Studies, Educational Finance, Educational Legislation, Educational Planning,
*Educational Legislation, Educational Planning,
*Educational Policy, Elementary Schools,
*Government Role, *Policy Formation, Political Influences, Racial Integration, Secondary Schools, Socioeconomic Influences, State Agencies, *State Departments of Education, State Legislation, State Licensing Boards, Teacher Certification

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Florida, State Role This case study describes and interprets the process through which State-level policy decisions are made for the public schools of Florida, and focuses on the people, agencies, and processes involved in the policymaking. After brief treatments of the socioeconomic environment and the political culture within which education takes place, the document considers the specific pol-icymaking institutions (the commissioner of education, the governor, the legislature, the State department of education, and special interest groups) and their relationships, with emphasis on groups, and the relationships, with enjmans on the structure and the process of the educational governance system. Major decisions previously made in the policy areas of school finance, desegregation, educational planning, and certification are described as actual examples of how educational policy decisions are made. A summary and an interpretation offer some concluding observations on Florida's educational governance system. Two appendixes contain summarizations of the Florida Education Finance Act of 1973 and the Teacher Education Center Act of 1973. (Pages 33, 36, and 48 may reproduce poorly.) (Author/DN)

ED 087 092 FA 005 835

Nygaard, Debra D. Evaluations of Year-Round School Programs. An ERS Research Brief. Educational Research Service, Washington, D.C.

Pub Date 74

Note-43p. Available from-Educational Research Service, Inc., 1815 North Fort Meyer Drive, Arlington, Virginia 22209 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from

-*Academic Achievement, Administrator Attitudes, Administrator Role, Community Attitudes, *Cost Effectiveness, Elementary Schools, Extended School Year, Parent At-titudes, *Program Evaluation, *Quarter System, School Calendars, School Schedules, Secondary Schools, Space Utilization, Student Attitudes, Teacher Attitudes, Trimester Schedules, *Year Round Schools

Identifiers-Facility Utilization, *Plan 45 15.

Ouinmester Plan To provide educators with a compilation of available data on the implementation and operation of year-round programs, this publication intion of year-round programs, rins pulocation in-corporates reviews of evaluative studies con-ducted by six year-round programs: the Prince William County, Virginia, 45-15 Plan; the Valley View, Illinois, School District, 45-15 Plan; the Dade County, Florida, Quinmester Plan; the Atlanta, Georgia, Public Schools Four-Quarter Plan; the Becky-David School, Missouri, 45-15 Plan; and the Chula Vista, California, 45-15 Plan. Studies were selected that are relatively thorough in both scope and evaluative procedures and representative in terms of the type of program evaluated and geographic location of the program. Program evaluations are reviewed separately because of the variability in type of program, characteristics, implementation procedures, measurement tools, and other factors. Most of the evaluations analyze costs; stutors. Most of the evaluations analyze costs; student achievement; and the attitudes of the community, parents, students, and teachers toward the program. Several of the evaluations also discuss administrator attitudes and duties, and one program evaluation considers the effect of their school's year-round program on extracur-ricular activities. A 40-item bibliography is in-cluded. (Author/DN)

ED 087 093 Doob, Heather S. EA 005 836

nary of Research on Open Education. An ERS Research Brief. Educational Research Service, Washington, D.C.

Pub Date 74 Note-47p.

Available from-Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington,

Virginia 22209 (\$5.00) EDRS Price MF-\$0.65 HC Not Available from

Descriptors Academic Achievement, Adminisescriptors—Academic Achievement, Adminis-trator Attitudes, Attitudes, "Bibliographies, Community Attitudes, Cost Effectiveness, 'Educational Research, Elementary Schools, 'Literature Reviews, "Open Education, Parent Attitudes, Program Costs, "Program Evalua-tion, Secondary Schools, Student Attitudes, Student Teacher Relationship, Teacher At-

The document begins by considering the underlying assumptions of open education and the development of open education in Great Britain and the United States. Several definitions and ain body of the document deals with the effects of open education on student achievement, stu-dent attitudes and behavior, the role and attitude of teachers and administrators, parent and com-munity opinion, and school costs. The results of surveys and evaluation tests conducted in previous studies are presented. The document also considers the problem of student adjustment in the transition from an open to a traditional school. A 201-item bibliography, based on a search of published and unpublished literature on open education through December 1973, is in-cluded. (Author/DN)

ED 087 094

Henson, E. Curtis The Four-Quarter School Year in the Atlanta Public Schools, Atlanta, Georgia. Atlanta Public Schools, Ga.

Pub Date Jan 70

Note-120p.; This document contains 78 leaves most of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames; A related document is ED 063 620 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Educa-tional Planning, Extended School Year, High Schools, Nongraded System, Program Costs, *Program Descriptions, Program Development, *Quarter System, School Calendars, *School Schedules, Space Utilization, Student Attitudes, Student Centered Curriculum, Teacher Attitudes, *Year Round Schools Identifiers—*Atlanta

This report describes the beginning, development, and implementation of Atlanta's four-quarter school year program. Under the plan, students attend any three of the four quarters of-fered each year, or they may enroll in all four quarters to take remedial or enrichment courses or to graduate early. The report indicates that during the first summer quarter of operation, approximately 39 percent of Atlanta's high school students enrolled in one or more courses. Main sections provide background information on (1) Atlanta and the needs of Atlanta students, (2) educational planning in Atlanta, (3) the development of the quarter plan and the process of in-forming the community, and (4) implementation plan. One section offers answers to frequently asked questions about the plan. Nine appendixes comprise guides for two courses, one in mathematics and the other in English; flow charts for science and mathematics; procedures for revising course offerings; a complete list of English courses; a conversion table for changing Carnegie units into quarter hours; requirements for high school graduation; the calendar for school years 1968-69 and 1969-70; courses of-fered in two different high schools; and some special learning opportunities available under the quarter plan. (Author/DN)

ED 087 095

Tucker, Marc And Others

Building Capacity for Renewal and Reform: An Initial Report on Knowledge Production and Utilization in Education.

National Inst. of Education (DHEW), Washington, D.C. Office of Research and Development Resources

Pub Date Dec 73 Note-113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Development, Educational Change, *Educational Development, Educational Im provement, *Educational Research, Elementary Schools, Federal Aid, Federal Government,

*Government Role, Information Dissemination, Policy Formation, Program Design, Program Improvement, Research, *Research and evelopment Centers, Research Utilization, Secondary Schools Identifiers—*Research and Development

This paper addresses the problem of building the capacity for continuous renewal and reform in the educational system. The authors contend that the paradigm of R&D previously used has been too narrow, and that it is based on restrictive assumptions about how to help schools solve They feel that any revised concept of "the R&D system" should include (1) how and by whom problems are formulated, (2) a range of likely resources for solving them, and (3) the organizational life of operating systems which will affect the possibility of implanting a solution. The document first presents some history of the R&D system, from the Cooperative Research Act through recent construction of new facilities and the letting of multi-year contracts to regional educational laboratories. An overall framework is presented to make the case for stimulating the "R&D way of thinking" and refreshing the "user way of thinking" within the system. The authors opt for reinforcing the existing research, develop-ment, and information system to make its problemsolving less dependent on federal whim; and its solutions more possible, economical, valid, and communicated rapidly to those in need. They describe the needs of an make specific recon mendations for operating agencies to strengthen their ability to set goals, identify achievement barriers, call on resources for solutions, and directionalize analysis results and creative thinking. No substantive agency for research and development or school improvement is presented, and the policy and program recommendations with respect to implementation apply only to the improved performance of K-12 schools. (Author/EA)

ED 087 096

FA 005 839

Grube, Karl W. School Site Decisions and Dollars.

Pub Date Nov 73

Note—84p.; A related document is EA 005 790 EDRS Price MF-\$0.65 HC-\$3.29

Poscriptors—Bibliographies, *Board of Education Policy, Economic Factors, Elementary Schools, Housing Patterns, *Land Use, Outdoor Educa-tion, Population Distribution, Property Taxes, Resource Allocations, *School Community Relationship, School Location, School Planning, Secondary Schools, Site Analysis, *Site Development, *Site Selection, Space

Utilization Identifiers—*Open Spaces

Three papers, each with an extensive bibliography, advance arguments concerning (1) the school site as a public land resource, (2) school board policy as related to economic alternatives for open space school site planning, and (3) the establishment of outdoor classrooms on school sites as public policy. In the first paper, the author contends that school officials should develop and implement comprehensive public land use policies applicable to the enhancement of the public school site, public policies that could insure the environmental quality of com-munity-owned school sites and a land resource rightfully belonging to future generations. In the second paper, the author states that solutions to second paper, the author states that solutions to environmental problems of land development and utilization could and should be formulated by elected public officials such as school board members, with the land size of the public school site, its degree of development, and the natural and man made amenities contributing signifi-cantly to the formation of citizen attitudes. In the third paper, the author argues that learning opportunities for K-12 pupils could best be accomplished through the design, development, and implementation of an outdoor classroom on the school site. He offers an outdoor classroom public site policy to school officials as a model for implementation, in part, of a State masterplan for environmental education for elementary and secondary education. (Author/MLF)

ED 087 097 EA 005 840 School Libraries: Their Planning and Equipment. School Library Association, London (England). Pub Date 72

Available from—School Library Association, 150 Southampton Row, London WCIB 5AR, Great Britain. (1.00 pound sterling to members, all others 10 shillings) others 10 shillings)
Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Carrels, Design Needs, Early Childhood Education, Elementary Needs, Early Childhood Education, Elementary Schools, Facility Guidelines, Furniture Design, Human Engineering, *Library Equipment, *Library Planning, *Merchandise Information, *Planning (Facilities), *School Libraries, Secondary Schools, Space Classification Identifiers-England

The elements discussed in this book reflect anvers to questions dealing with the relationships of book accessibility to book segregation, fetch-and-take to sit-and-read, browsing to studying, book protection to student encouragement, discipline to comfort and relaxation, and talking to silence. Intended as a guide for all those who are concerned with the improvement of school library facilities, the text covers in detail such topics as the design of study carrels, the amount of shelving, the provision for reference books, the the careers library, the disposition of class and subject libraries, and the height of bookstacks. (Author/MLF)

EA 005 841

Weischadle, David E.
Administrative Decision-Making and Computer-Based Planning Systems.
Pub Date 16 Nov 73

Note—15p.; Paper presented at PPBS (Planning-Programing-Budgeting-System) National Con-ference. (3rd, New York, New York, November 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Programs, Computers, *Decision Making, Educational Administration, *Educational Cational Administration, "Educational Planning, "Information Needs, Information Utilization, "Management Information Systems, Models, Speeches, "Systems Approach

This paper presents the overall conceptual framework in which information gathered and stored by computers can be transformed into a comprehensive planning system useful in administrative decisionmaking. Identified and discussed are information needs (enrollment, costs, resources, and measurements) and a sample system (STEP - System for Trenton's Educational Planning). An extensive bibliography is included.

EA 005 842

Stennett, R. G. Class Size: Confrontation or Constructive Compromise? Pub Date 73

Note-15p.; Speech given before Ontario Educa-tional Research Council Annual Conference. (15th, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Class Size, Cost Effectiveness, *Educational Quality, Elementary Schools, *Resource Allocations, Speeches, *Student Teacher Ratio

this speech, the author examines the concern of most educators about the tendency to solve budgetary problems through increasing class size. The author agrees that class size does affect size. The aution agrees that class size does affect educational quality, but he suggests that other factors greatly influence quality as well. He sug-gests that the tendency to sacrifice nonteaching personnel in order to keep class size down may hurt rather than help the cause of quality educa-tion. The author contends that, for successful teaching and learning, the major issue is not class size but rather how to manipulate the resources available to the schools so that the minimum needs of every teacher and child are satisfied. Several tables show the average class size for various elementary grades in Ontario in 1972 and 1973 and the variations in class size in the province. (Author/DN)

ED 087 100 EA 005 843

Nostrand, Peter F. Shelly, Richard W. An Educational Leadership Listening Model. Pub Date 73

Note-14p.

EDRS Price MF-\$0.65 HC-\$3.29

EDNS Frice MF-90.65 RC-93.457
Descriptors—*Administrative Personnel, Administrator Guides, *Communication (Thought Transfer), Leaders Guides, Leadership Qualities, Leadership Training, Listening, *Listening

Comprehension, Listening Habits, *Listening Skills, *Models

The model developed here has been designed to help educators become better listeners and thereby better leaders. The model is broken down thereby better leaders. The model is broken down into an active and a post-active phase. The active phase covers the period of time during which ac-tive verbal intercourse is in progress. Concentra-tive listening, the first skill in the active phase, is that skill through which the listener focuses and maintains his attention on the verbal input. The second skill, appreciative listening, is a husecond skill, appreciative listening, is a manistic component in which the listener attempts to comprehend the verbalizer's perception of his communication. The post-active phase begins when the speaker has completed his verbalization. Included in this phase are three listening components: (1) analytic (the listener classifier material received as either relevant or irrelefies material received as either relevant or irrelevant), (2) critical (the listener appraises each relevant piece of information received), and (3) creative (the listener synthesizes and evaluates what he has received). Several diagrams of the listening model are included. (Author/DN)

ED 087 101

EA 005 844

Brown, Tom McCleary, Lloyd
Toward a Clearer Definition of Competency and
the Implications of Competency Definition.
Pub Date Feb 74
Notes 25

Note-3p.

Journal Cit-CCBC Notebook; v3 n2 pp2-4 Feb

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Definitions, *Evaluation, *Per-formance Based Teacher Education, *Per-formance Criteria, *Teacher Educator Educa-

Identifiers-*Competency, Teacher Supervisor

Relationship This paper attempts to identify and specify what is meant by competency. It examines the Utah and the New York Approaches and finds three levels of competence in both: categories or broad areas of competence; molar statements that depict identifiable competencies; and the breakdown of competency statements into technical, and human (Author/DN)

ED 087 102

EA 005 845

Arend, Paul J. Teacher Selection: The relationships Between Selected Factors and the Rated Effectiveness of Second-Year Teachers.

Baltimore County Board of Education, Towson,

Pub Date Jun 73

Note-38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors "Educational Research, "Effective Teaching, Elementary Schools, "Evaluation, Secondary Schools, Student Teaching, Surveys, Tables (Data), "Task Performance, Teacher Characteristics, Teacher Education, Teacher Evaluation, Teacher Recruitment, "Teacher Selection Selection

Identifiers-Baltimore

This study sought to determine the relationships between the rated performance effective-ness of the strongest and weakest newly employed teachers in their second year of teaching and selected characteristics of data available in their credentials utilized for their selection. The characteristics selected were prior references, in-terview scores, place of interview, interviewer, terview scores, place of interview, interviewer, degree granting college, degree level, years of teaching experience, undergraduate college grade-point average, location of student-teaching experience, sex, race, marital status, age, and geographic administrative area of present teaching position. The ratings of effectiveness were determined by principals and supervisors. From a total of 925 second-year teachers, 68 (7 percent) were rated as ineffective. Although there appeared to be no significant relationships. there appeared to be no significant relationships between the majority of factors considered during the selection process and whether a teacher was rated most or least effective, a higher proportion of ineffective teachers were assigned without complete credentials. A short bibliography is provided. (Author)

ED 087 103 EA 005 846

The Governor's Task Force on Educational Financing and Property Tax Reform. Final Re-

Governor's Task Force on Educational Financing and Property Tax Reform, Madison, Wis. Pub Date Feb 73 Note—116p.; This document contains 90 leaves, some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Educational Finance, *Educational Legislation, Elementary Schools, Equal Educa-tion, Equalization Aid, *Property Taxes, *School Taxes, Secondary Schools, Special Education, State Aid, Tax Allocation, Tax Ef-

Education, State Aid, Tax Allocation, Tax Effort, Tax Rates, Tax Support Identifiers—"Tax Reform, Wisconsin The task force was charged with the responsibility of reexamining the whole base for financing public elementary and secondary education in Wisconsin, making recommendations for shifting the base of elementary and secondary school funding from the local property tax to other means of multic support to eliminate the disparity means of public support to eliminate the disparity of educational opportunity and tax burden, and incorporating the recommendations into a final report to include proposed educational legisla-tion. The report contains a summary of general and detailed recommendations on the method of financing schools, the minimum standards to be met by all school districts, the method of financing special education programs, the administration of the property tax, and a proposal for in-dividual property tax relief. A set of detailed tables and numerous appendixes statistically outline discrepancies in wealth, tax effort, and expenditures per pupil among Wisconsin's various school districts. Two appendixes give a State-by-State ranking by amounts of 1969-70 property tax revenue per capita and by 1969-70 effective pro-The document concludes perty tax rates. estimates of projected aid and tax rates for 1973-74 that would result from implementation of Task Force recommendations and compares these esti-mates with the 1972-73 aids and taxes. (Author/DN)

EA 005 847

Bernoff, Robert And Others
The Application of Temporary System Concepts to Effective Planning and Management of Short Term Educational Programs.

Pennsylvania State Univ., Abington. Ogontz Campus. Spons Agency-National Science Foundation,

Washington, D.C. Report No-NSF-GW-4508 Pub Date 73

Note-85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Planning, *Educational Programs, Educational Research, Elementary Education, Higher Edu-Research, Elementary Education, Higher Edu-cation, Management Systems, Models, *Pro-gram Administration, *Program Effectivenes, *Program Planning, Secondary Education, So-cial Psychology, *Systems Approach, Systems Concepts, Systems Development This paper presents some suggestions about and evidence on how research theories from so-cial psychology can be used to improve the operation and effects of short term educational programs whose objectives include the education

operation and effects of short term educational programs whose objectives include the education or reeducation of individuals. The document is intended for people connected with the kindergarten through college educational system who are responsible for producing changes geared to improving the functioning of educational programs. The authors demonstrate that the use of temporary systems concepts in managing short term conferences, institutes, workshorts. ing short term conferences, institutes, workshops, and meetings of from three days to eight weeks' duration can significantly improve the effective-ness of these events. The document differentiates between temporary and permanent systems, presents a conceptual model of a temporary system, explains terminology, cites relevant litera-ture, and gives specific examples taken from different programs to illustrate how systems concepts can be applied. The paper concludes with a checklist that summarizes the kinds of actions that might be made by a manager or a director of a temporary system. (Author/DN)

ED 087 105 EA 005 848

ED 007 103 Glowski, Mathew R. A Report on Extended School Year Programs In-cluding Features of Year-Round Schools for the Northern Valley Regional High School District.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Jan 74

_45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Extended School Year, "Feasibility Studies, "High Schools, Quarter System, School Calendars, School Schedules, "Year Round Schools

Identifiers-New Jersey, Plan 45 15, Quinmester

The report begins by describing the northeast New Jersey District, its student population growth, and the need for expanded educational opportunities. It examines major extended school year programs in theory and in practice, as well as the probable educational, social, and fiscal im-pact in the District should an extended school year program be implemented. Programs con-sidered include the 45-15 plan, the mandatory sidered include the 45-15 plan, the mandatory staggered attendance quarter concept, and the voluntary quarter and quinmester programs. The author considers the educational, social, and fiscal ramifications of an extended school year program as well as the possible procedures for implementation of term-length courses, instructional objectives, expanded day and summer proand self-selected vacation periods. (Author/DN)

ED 087 106 EA 005 849

Perle, Linda E., Ed. Peric, Unad E., Ed.
State Constitutional Provisions and Selected Legal
Materials Relating to Public School Finance.
Office of Education (DHEW), Washington, D.C.
Report No—DHEW-0E-73-00002

Note-108p

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01221, \$1.30)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Due Process, *Educational Finance, *Educational Legislation, Elementary Schools, *Equal Education, National Surveys, Property Taxes, School Attendance Laws, *School Taxes, Secondary Schools, *State Legislation,

Tax Rates
Identifiers—*State Constitutions

This report provides a general overview of those State constitutional provisions and some of the related statutes and case law that must be the related statutes and case law that must be considered in designing school finance legislation and in understanding the issues being raised in school finance litigation in State courts throughout the country. While the publication was designed primarily as a research tool for lawyers and legislators already familiar with school finance issues; it can be used by lawmen as school finance issues, it can be used by laymen as senoor transce issues, it can be used by laymen as well to obtain a general understanding of the kinds of requirements demanded by State constitutions. The first part of the document is composed of four summary tables that analyze, classify, and compare the major categories of constitutions more falls dealed as in the second constitutions more falls dealed as in the second. tional provisions more fully detailed in the second part. The second part offers a State-by-State compendium of those constitutional provisions most likely to be important in determining educational requirements, selected statutory signifying the importance attached to the educa-tion function by eact State, and interpretative case law indicating the particular constitutional gloss given those provisions by the State courts. (Author/JF)

ED 087 107 EA 005 850 EPIC: Budget/Finance and the U.S. Office of Education Handbook II, Revised.
International Business Machines Corp., White Plains, N.Y. Data Processing Div.
Report No—GE-20-0429-0
Pub Date Oct 73

Note-85p.; A related document is ED 081 103 Available from—Requests for copies should be made to local IBM branch offices (\$1.00)

made to local IBM branch offices (\$1.00)
Document Not Available from EDRS.
Descriptors—Accounting, *Bookkeeping, *Computer Programs, *Financial Services, *School Accounting, *School Funds
Identifiers—*Program Cost Accounting
This results in the additional forms of the control of the control

Identifiers—"Program Cost Accounting
This data processing application handbook is
designed to be used in conjunction with a previous work published by the U. S. Office of Education entitled, Financial Accounting: Classifications and Standard Terminology for Local and
State School Systems (see ED 081 103). It provides school systems with the capability of imple-

menting a user designed chart of accounts, structured according to local requirements and using locally assigned codes. Charts of accounts and tocatry assigned codes. Charts of accounts and codes to go with the program product are provided. Included are (1) a proposed 12-level account code structure, (2) a proposed dictionary of account-segment codes, (3) samples of the account code book, and (4) samples of reports produced. An appendix lists programs included in the EPIC Budget/Finance Program Product. (JF)

Apperson, Ron consistencies in Federal Court Decisions Affecting Education. Pub Date Feb 74

Note—16p.; Speech given before American Association of School Administrators Annual Convention. (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Court Cases, Elementary Schools, *Freedom of Speech, Parochial School Aid, *Religious Factors, Secondary Schools, Speeches, *State Church Separation, *Student

The author picks two areas in which there has been recent litigation--decisions affecting freedom of speech and court decisions interpreting the Establishment of Religion and the Free Exercise Clauses of the First Amendment. In the freedom of speech area, the author examines the effect of recent court decisions on underground student newspapers. He concludes that the discernible trend of court decisions on underground newspapers is toward increased student rights and responsibility. In both areas, the author points out apparent conflicts among court decisions and ex plains how these decisions might be interpreted to resolve the conflicts. (JF)

EA 005 852

Dickey, Frank G.

Recognizing and Monituring Professional and Specialized Accrediting Associations.

Pub Date Dec 73

Note—12p.; Paper presented at Northwest As-sociation of Secondary and Higher Schools An-nual Meeting (57th, Portland, Oregon, December 2-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Accreditation (Institutions), Colleges, *Higher Education, *Professional Associations, *Regional Cooperation, Speeches,

If one is to understand fully the reasons for recognizing and monitoring the professional and specialized accrediting agencies, a discussion of the history of accreditation is desirable. This re-port provides that information and discusses the nt role of the National Commission on Accrediting. The author explains that the Commission has endeavored in recent years to achieve a wider understanding of the role that institutions, the professions, the States, and the Federal Government play in relation to the governance of American higher education. Under this philosophy, the commission has attempted to keep the interests of the institutions, the regional ociations, and the professions in balance. (JF)

Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Educa-tion Programs, and for Other Purposes and Re-lated Bills. Part 6. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfarc.

Pub Date 73

Note-560p.; Related documents are EA 005

703-707 and EA 005 854 EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Bilingual Education, Dropout Prevention, Educational Innovation, *Educa-Prevention, Educational Innovation, 'Educational Legislation, Educationally Disadvantaged, Elementary Schools, 'Federal Aid,
Federal Legislation, 'Federal Programs,
Libraries, Private Schools, Public Schools,
Secondary Schools
lentifiers—*Elementary Secondary Education

Act. ESEA

This volume of hearings on categorical aid programs contains statements by federal and State

legislators, educators, concerned citizens, and other groups affected by categorical aid programs. The speakers discuss proposed modifications of existing programs in the elementary and secondary education areas. (Pages 2,267 and 2,450-2,452 may reproduce poorly.) (JF)

Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-third Congress, First Session, on S.1539. To Amend and Extend Certain Acts S.1539. 10 Amend and Extent Certain Acts Relating to Elementary and Secondary Educa-tion Programs, and for Other Purposes and Re-lated Bills. Part 7. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 31 Oct 73

703-707 and EA 005 853 EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Bilingual Education, *Educational Legislation, Elementary Schools, *Federal Aid, *Federal Legislation, *Federal Programs, Mexican Americans, Secondary Schools Secondary Education

Identifiers-*Elementary Secon Act Title VII, ESEA Title VII

This volume contains the complete text of two Senate bills designed to improve bilingual edu tional opportunities for children of limited En-glish-speaking ability. One of the bills would amend Title VII of the Elementary and Secondary Education Act. Also included in the volume are numerous statements concerning bilingual education made by Federal and State officials, by concerned citizens, and by groups directly associated with bilingual education. (Pages 2,791-2,829, 3,125-3,137, and 3,199 may reproduce poorly.) (JF)

ED 087 112 EA 005 855

Combs, Hanford L.

What's Happening on the School Bus Performance

Pub Date 23 Feb 74

Note—3p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Schools, *Manufactur-ing, *Purchasing, *Safety, *School Buses, Secondary Schools, Speeches, *Standards

The most urgent order of business in the na tional scene is to complete the development of a series of new performance tests for school bus bodies and chassis to establish a benchmark for safe construction that can be verified by independent testing agencies. Such performance tests should incorporate the new Federal Joint Strength Efficiency proposals and the per-formance criteria under development by the Na-tional SBMI Task Force Committee on school bus standards. Uniform adoption of a national school bus standard by the 50 States would serve the interest of the total pupil transportation effort, result in faster delivery and cost savings, and enhance the safety image of school transportation in the minds of the American public. Short- and long-range tips for buying school bus chassis today are included. (Author/MLF)

ED 087 113

EA 005 856

Zeisel, John Planning Facilities To Discourage Vandalism. Pub Date 25 Feb 74

Note-6p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Delinquency Prevention, *Physical Design Needs, *Planning (Facilities), *Prevention, *School Design, School Environment, *School Vandalism, Speeches, Student Behavior

School districts are reluctantly paying for repairing damage to their properties that might not have occurred had the buildings and sites been better designed. A study to determine what designers and owners can do to prevent or dimish damage to schools through more careful planning and design reveals five major design issues per-tinent to the problem of property damage in schools. The first three, access to roofs, en-trances, and predictable rough play spaces, relate

to the question of access and the proximity of rough activities to unprotected windows and fragile hardware. The other two design issues relate to the damage-ability of walls and ground materials. This report deals with one aspect of the solution--what to watch for when designing new schools. (Author/MLF)

ED 087 114

EA 005 857

Baisinger, Grace C. School Food Program Crisis. Pub Date 25 Feb 74

Pub Date 25 Feb /4 Note—6p.; Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, Februa-ry 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-35.29
Descriptors—Breakfast Programs, Elementary
Schools, Family Income, *Federal Laws, Food,
Interagency Coordination, *Lunch Programs,
Nutrition, Nutrition Instruction, *Program
Costs, Secondary Schools, Speeches, *Student

Participation Identifiers—*National School Lunch Program As a result of increased subsidies and an amendment to raise family income eligibility, the number of children receiving free and reduced-price meals has increased. However, over 500,000 paying students--the financial backbone of the food programs-still are not taking advantage of the National School Lunch Program in participating schools. The nonparticipation of these students results from the fact that they are priced out of the program; their parents have not been informed of the liberation of the family in-come eligibility in the new legislation; States have given meager support for the school lunch food programs, both in financial and supervisory assistance; some of the food programs are unap-petizing and provide too little food for high school students and too much for elementary school students; and there is little communication between USDA and the State departments of education. The school food programs will continue to be in trouble until there is a more equal partnership among the Federal, State, and local governments; the middle-income family can enjoy the benefits of the National School Lunch Program; and nutrition education is an integral part of the K-12 curriculum, according to the speakers. (Produced from best available copy.) (Author/MLF)

EA 005 858

Grealy, Joseph 1.

How Can School Security Be Strengthened? Pub Date 25 Feb 74

Note—7p.; Speech given before American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Delinquency Prevention, Elementa-ry Schools, *Prevention, *Schools, *School Vandalism, Secondary Schools, *Security, Speeches, *Violence

The primary function of a school system is to educate; however, the safety and security of per-sonnel and facilities must be guaranteed. The author suggests that only way such a guarantee can be affected is by selecting a person who has the background ability to organize a system that will guarantee the safety and security of people and property. The particular approach will be guided by the size and problems being ex-perienced by the individual school system. A qualified person with a sound program will not only help school administrators avoid frustrating and disruptive situations, but will also have funds that are being drained from budgets as a result of acts of vandalism. (Author/MLF)

EA 005 859

Gallagher, Paul E. Playgrounds: An Experiment in Citizen Participa

tion. A Report.
Old Colony Planning Council, Brockton, Mass. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Pub Date Jun 71

Note—66p.; This document contains 33 leaves, all of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Innovation, *Citizen Participation, *Community Development, *Economically Disadvantaged, Federal Aid,

Guides, Minority Groups, *Playgrounds, Pro-gram Descriptions, Student Participation Identifiers—*Charrettes

Lay citizens, high school students, and profesils were involved in a project to plan, design, and construct three innovative playgrounds in the inner-city of Brockton, Massachusetts. Using the citizen participation process, two playgrounds designed innovative uses of donated materials such as old tires, discarded telephone poles, and conduit pipe were planned and completed. How the conception of the charrette process was implemented is described in separate accounts of each of the three charrettes. In order to provide some guide to communities, organizations, or in-stitutions who may be interested in attempting a similar experiment in building playgrounds using citizen participation, a brief, outlined "how-to" manual is included. (Photographs may reproduce poorly.) (Author/MLF)

ED 087 117

EA 005 860

Gilchrist, Robert S. Curriculum Development: A Humanized System

Approach. Pub Date 24 Feb 74

Note—5p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, "Curriculum Develop-ment, Elementary Schools, Goal Orientation, "Humanization, Needs, Program Planning, Secondary Schools, Speeches, "Systems Ap-proach, Values

Capitalizing on the potential of a systems approach requires continuous recognition that the purpose of an educational institution is to help human beings grow and daysless. human beings grow and develop. All people af-fected by the program of a school system should reach consensus on issues where possible and clarify issues that need additional study and dialogue. A school system that wants to provide human beings with optimum growth opportunities should take into account the needs and desires of its learners, and citizens and staff must decide whether students should have opportunities in their school experience to clarify values. A learning environment cannot be functional and alive unless the real problems of living can be discussed in the classroom, thus making the implications of a decision to provide value clarifying opportunities in the curriculum far reaching (Author)

ED 087 118

EA 005 861

Candoli, I. Carl
Building the Concept of Comprehensive Planning
into School District Organization.

Pub Date 25 Feb 74

Note—5p.:Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, February 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

DRS Price MF-\$0.65 HC-\$3.29 Districts, Comprehensive Programs, Decentralization, *Educational Planning, Models, *Organization, *Organizational Development, Planning, *School Districts, Speeches Michigan Michigan

Identifiers—Lansing, Michigan
The author describes the comprehensive school system planning model being utilized in Lansing, Michigan. The presentation begins with a short discussion of the need for planning, then describes how the Lansing district organized and provided the resources for planning and how the model for planning was developed. The planning model organizes the school district along the six model organizes the school district along the six functions considered basic for all school systems to observe and provide: planning, delivery, evaluation, communications, noninstructional support services. The model is based on the premise that it is desirable for decisions to be made as close to the level of the student as is possible. (Author/DN)

EA 005 862

Knezevich, Stephen J. Finding Alternative Approaches to Educational Accountability.

Pub Date 23 Feb 74

Puo Date 23 reb 74
Note—8p.; Paper presented at American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Academic Achievement, Alterna-tive Schools, "Educational Accountability, "Educational Legislation, Educational Objec-tives, Education Vouchers, Elementary Education, *Evaluation Methods, Management Systems, Performance Contracts, *School Responsibility, Secondary Education, Seminars, Speeches Identifiers—Educational Alternatives

This speech traces the evolution of accounta-bility, defines accountability, and examines alternative approaches to accountability. The author conceptualizes educational accountability in operational terms as a system for improving the delivery of educational outcomes that would clarify who is answerable to whom, for what, clarify who is answerable to whom, for what, then, and within what constraints. A comprehen-sive accountability strategy for established institu-tions is suggested to include identification and clarification of objectives, creation of an ac-countability team, development of output-oriented management systems, implementation of outcomes-oriented instructional systems, greater utilization of instructional resources in the private sector, continuing the search for and experimentation with alternative public school programs, creation of an educational auditing approach, design and operation of a total evaluation system, and more effective reporting on school achievement. The author examines the issues of alternative or "free" schools outside the established system, supported through vouchers. The nature of educational legislation on accountability is also summarized. (Author/DN)

ED 087 120 Arveson, Raymond G. EA 005 863

Implications of Decreasing Student Enrollments.

Pub Date 26 Feb 74

Note—4p.; Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, February 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Planning, Educational Finance, *Educational Planning, Educational Quality, Elementary Schools, *Enrollment Trends, *School Closing, School Personnel, Speeches, *Student Enroll-

ment In this speech, the author explores some of the implications of decreasing school enrollment, while emphasizing the need for study and planning, suggesting some strategies and courses of action, and indicating some concerns. Topics considered include reducing the number of school personnel, educational finance, and the quality of educational programs. The author analyzes, in some detail, the process of closing a cobool school of source of the process of closing a cobool school of source of the process of closing as school should a decline in enrollment warrant such a closure. (Author/DN)

ED 087 121 Talbot, Walter D. EA 005 864

New Methods of Financing Public Education. Pub Date 24 Feb 74

Note-10p.; Paper presented at American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Educational Accountability, *Educational Finance, Educational Accountability, *Edu-cational Finance, Educational Needs, Educa-tional Trends, Elementary Education, *Equal Education, Equalization Aid, Foundation Pro-grams, *Government Role, *Public Education, Public Opinion, *School Support, School Taxes, Secondary Education, Speeches

Identifiers-Tax Reform

In this speech, the author discusses the sources of revenue for public education and the methods of distributing funds for its financing. The discussion is based on the underlying premise that equalizing educational opportunity is desirable. The author points out trends in educational legislation and common philosophical points of view on school finance, examines the causes for rising costs in education, assesses the adequacy of rising costs in education, assesses the acetuacy of foundation programs using the Utah case for illustration, and looks at the various options for school district organization. The document lists concerns to be examined as changes are considered in the financing of public education. The document concludes with discussions on the document concludes with discussions on the federal and business roles in education and edu-cational accountability. (Author/DN)

DePree, Kenneth R.

Administrative Evaluation: Problems, Process and

EA 005 865

Pub Date 26 Feb 74

Note—8p.; Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, Februa-ry 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Evaluation, *Educa-tional Accountability, *Evaluation Methods, tional Accountability, "Evaluation Methods, Management Development, "Personnel Evalua-tion, Seminars, Speeches Identifiers—Management by Objectives In this speech, the author addresses the issue of how school administrators can be formally evalu-

ated. A plan is described for evaluating administrators that has as its primary purpose improving their performance and stimulating their growth. The plan integrates supervision and evaluation; is individualized and consistent with sound educational philosophy; and can be applied equally to students, teachers, and administrators. The paper also identifies several possible barriers to the acceptance and adoption of a performance im-provement program and suggests some strategies to help clear those barriers. (Author/DN)

EA 005 866

Redfern, George B.

Appraising Managerial Performance for Salary

Pub Date 24 Feb 74

Pub Date 24 Feb 74 Note—9p.; Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, Februa-ry 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Evaluation,
*Evaluation Methods, *Merit Pay, *Models,

*Salaries, Speeches Identifiers—Management by Objectives The most formidable obstacle to designing and implementing a workable plan for differentiating the compensation of administrators and super-visors is an inadequate evaluation process. This speech discusses the need for evaluation, examines how widespread are differentiated pay plans for administrative and supervisory person-nel, suggests some evaluation models, and discusses the strengths and weaknesses of each. (IF)

ED 087 124 EA 005 867

Blaschke, Charles L.
Should Performance Contracts Replace Tenure?

Pub Date 25 Feb 74 Note—5p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Educational Accountability, *Efficiency, *Performance Contracts, *Resource Allocations, Speeches, *Tenure

One of the principal issues facing educators is whether school management can manage its resources efficiently to achieve results through broad-based accountability procedures such as performance or incentive contracts, in light of possible constraints such as teacher tenure. In this speech, the author suggests some proposi-tions related to education in the 70's, discusses tions related to education in the 70 s, discusses tenure and its ramifications from a management point of view in light of these propositions, and discusses several accountability models and procedures that exist or might be implemented in the near future. (Author/JF)

Hemphill, John K. Strengthening Administrators' Management Com-

petencies. Pub Date 24 Feb 74

Note—7p.; Paper presented at American Associa-tion of School Administrators Annual Conven-tion (106th, Atlantic City, New Jersey, Februa-ry 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, Administrative Problems, *Administrator Characteristics, *Educational Research, Elementary Grades, *Management, Principals, *Simulation,

Instructional Management must be carried out so that it is responsive in an accountability sense to the social system; there must be negotiation and communication among a variety of parties; and the work must be understood, accepted, and supported by all key participants. Communication is needed to establish and maintain the system, to resolve problems and improve negotiations, and to provide information to everyone interested in the instruction process. The author discusses some of the research by the Far West Laboratory for Educational Research and Development into the relationships between personal variables and administrative styles. He also describes a simulation that attempted to learn how the differences in the effectiveness of the performance of ele-mentary principals might be described. (JF)

ED 087 126 EA 005 869

Jefferds, William J.

w Directions in School Governance -- Who's in Charge?

Pub Date 24 Feb 74

Note-4p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Educational Experiments, *Education Vouchers, Elementary Schools, *Parent Attitudes, *Pilot Projects, Speeches Identifiers—*Alum Rock School District, Califor-

nia. San Jose

Alum Rock School District, San Jose, Califoris the only school district to participate in OEO's education voucher experiment. In this speech, the superintendent of that school district describes the district's experience with education vouchers. He describes the experiment design and discusses parental attitudes on the voucher ex-periment. (JF)

ED 087 127

EA 005 870 Saunders, Charles B., Jr. Fewer Dollars, Shrinking Enrollments, Fixed Cost:

New Financial Dilemma. Pub Date 23 Feb 74

Note—5p.; Paper presented at American Associa-tion of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Educational Finance, Educational Legislation, Elementary Education, Enrollment Trends, Federal Aid, "Federal Programs, "Federal State Relationship, Financial Aid, *Peac... Relationship, Financia. Pole, *School Sup-Problems, *Government Role, port, Secondary Education, Speeches Identifiers—*Federal Role

In this speech, the author analyzes what should be the proper role of the Federal Government in the financing of public elementary and secondary education. The paper begins with a brief discussion of the financial dilemma the schools face currently; statistics are cited relative to student enrollment, capital costs, teacher salaries, and other operating expenses. The author argues against expanding substantially the federal role in education, and contends that the Federal Government should continue to exercise leadership, through research and demonstration, in areas that involve the national interest. The paper concludes by examining efforts that are being made to stabilize, simplify, consolidate, and equalize current federal educational programs. (Author/DN)

ED 087 128 EA 005 871

Brademas, John

[Some Aspects of the Federal Role in Education.] Pub Date 22 Feb 74

Note-23p.; Speech given before American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education,
*Economically Disadvantaged, Educationally
Disadvantaged, *Federal Aid, *Federal Legislation, *Federal Programs, Speeches
Identifiers—Elementary Secondary Education Act

Title I. ESEA Title I

Since Title I funds are distributed on the basis Since little I funds are distributed on the basis of poverty, the key to the fair allocation of such funds is a fair definition of poverty. In this speech, a Congressman describes how his proposed formula for distributing federal funds for educationally deprived children would man more help for all these children across the country, including whose who live in the nation's

cities. The formula would distribute funds on the basis (1) of the number of poor children as defined by the "Orshansky index" of poverty, and (2) two-thirds of the number of children from families receiving Federal Aid to Dependent Children payments and whose income exceeds the Orshansky poverty index. (Author/JF)

ED 087 129

EA 005 872

Larson, A. William
Making Student Rights and Responsibilities
Meaningful.
Pub Date 24 Feb 74

Note—12p; Paper presented at American Association of School Administrators Annual Convenience (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrative Principles, Arbitration, *Due Process, Elementary Schools, Models, Secondary Schools, Speeches, Student Participation, *Student Responsibility, *Student Rights

Awareness of, and accord with, the require-ments of the law are only a part of the process of making rights and responsibilities meaningful. Sensitive, forward-looking school administrators should seize the day to eliminate a potential cause of future disruptions, with attendant con-frontation politics, by establishing procedural due process -- PDP for students -- to give real meaning to the professed commitment to the rights embraced in substantive due process. The full flowering of student rights will lead inevitably to recognition of, and reaction to, student responsibilities. Implied is the concept that students have the right to participate in the development of a code of conduct that spells out both rights and responsibilities. Meaningful student responsibili-ties will depend upon meaningful educational programs conducted by well qualified teachers under the direction of unquestionably competent administrators. (Author)

ED 087 130

EA 005 873

Benton, Robert D.
What Kind of "Delivery System" for Special
Revenue Sharing Funds?
Pub Date 23 Feb 74

Note—7p.; Speech given before American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-\$0.65 HC-\$3.29

*Revenue Sharing, *School District Autonomy, Speeches, *State Departments of Education

This speech suggests several reasons why revenue sharing is receiving so much attention, and presents several important ingredients for what the author considers to be a reasonable "delivery system" for special revenue sharing funds. The author also summarizes some of his concerns and reactions to the probable fate of special revenue sharing proposals or son directions that they will take in the future. (JF)

ED 087 131 EA 005 874 The 1973 Boston Conference on Grading Alterna-

tives. Values Associates, Amherst, Mass.

Pub Date 73

Note—97p.; Speeches given before National Con-ference on Grading Alternatives. (Boston, Mas-sachusetts, November 9-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Cheating, Classroom Environment, College Admission, College High School Cooperation, Credit No Credit Grading, *Educational Accountability, Elementary Education, *Evaluation Methods, *Grading, Higher Education, Learning, Open Education, Secondary Education, Self Evaluation, *Student Evaluation, Summative Evalua-tion, Urban Education

Identifiers—Contract Learning, Individualized Evaluation, Written Evaluation

This conference was held to help educators (1) obtain a clearer understanding of the major controversy over current grading practices, (2) share ideas on grading, (3) obtain information on grading alternatives, and (4) learn how to bring about changes in grading procedures. Topics discussed include the relationship of the evaluation of student achievement to accountability programs, college admissions and nontraditional grading, competition, cheating, grading and young chil-

dren, self evaluation, credit-no-credit grading, dren, sell evaluation, creating training, written teacher evaluation, grading in urban education, contract learning, student and parent perceptions of grading and what they want, open education and grading, and resistance to change in educational organizations. (Pages 72 and 73 are missing.) (Author/DN)

80 ED 087 132 EA 005 875 Aufderheide, JAlan State Policy Making for the Public Schools of

California. Ohio State Univ., Columbus. Educational

Onto State Univ., Columbus. Educational Governance Project. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Feb 74

Pub Date Feb /4 Grant—OEG-0-73-0499 Note—113p.; Related documents are EA 005 798-799, EA 005 833-834, and EA 005 876 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Chief Administrators, Early Child-hood Education, *Educational Policy, Elemen-tary Education, *Financial Policy, *Policy For-mation, Political Attitudes, *Political Inmation, Political Attitudes, *Political Influences, Secondary Education, State Boards of Education, State Departments of Education, *State Government, State Legislation, Teacher

*State Government, State Legislation, Teacher Associations, Teacher Certification Identifiers—*California, Elementary Secondary Education Act Title V, ESEA Title V. This report examines California's geographic, socioeconomic, political, and educational makeum, and focuse in particular concentrations. makeup, and focuses in particular on organiza-tions, governmental agencies, and persons affect-ing educational policymaking. The author first examines the structure of the policymaking body in the State. This structure includes the Chief State School Officer (CSSO), the State Board of Education (SBE), the State Department of Educa-tion, the Governor, and the Legislature. He next discusses the issues facing the policymakers, with such issues as school finance and tax reform, early childhood education, and teacher certification being discussed. The author looks at the pol-icymaking roles assumed by such participants as Wilson Riles, the CSSO, the SBE, the Governor, the Legislature, and educational interest groups Finally, the author examines what the pol icymakers and educational interest groups might do in the future. (JF)

ED 087 133 EA 005 876

Moffatt, Linda Clare State Policy Making for the Public Schools of Colorado.
Ohio State Univ., Columbus. Educational

Onto State Univ., Columbus. Educational Governance Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—OEG-0-73-0499

Note—80p.; Related documents are EA 005 798-799, EA 005 833-834, and EA 005 875

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, Educa-tional Finance, *Educational Policy, Elementa-ry Education, *Financial Policy, *Policy For-mation, Political Attitudes, *Political Influences, School Integration, Secondary Educa-tion, State Departments of Education, *State Government, State Legislation, Teacher Associations

Identifiers—*Colorado, Elementary Secondary
Education Act Title V, ESEA Title V

While Colorado politics is in a state of flux, education has consistently maintained a position of prime importance and concern in the State. or prime importance and concern in the state. Public elementary and second education in Colorado is the most expensive governmental ser-vice provided by State and local government. This report examines Colorado's socioeconomic and political conditions and focuses in particular on organizations, governmental agencies, and persons affecting educational policymaking. The author looks first at the structure for education policymaking in the State. This structure includes the Colorado General Assembly, the Governor, the Colorado General Assembly, the Governor, and the State Education Agency. In the next section, she discusses the issues facing policymakers. Such issues as school finance, educational accountability, and school desegregation are discussed. The author then looks at the policymaking roles assumed by such participants as educational interest groups, the State education agency, the Governor, and the State legislature. A final section discusses the importance in policymaking of the Council on Educational Development, a coalition of 16 education and noneducation interest groups. (JF)

ED 087 134 EA 005 889

Mays, James C., Comp.
Proceedings of Seminar/Conference on Public School Finance: The Georgia Experience.
Southern Center for Studies in Public Policy, Atlanta, Ga Pub Date 73

Note—76p.; Speeches given before Public School Finance Seminar and Conference. (Clark Col-lege, Atlanta, Georgia, October 13-14, 1972) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-80.65 HC-53.2.9
Descriptors—Conference Reports, *Educational Finance, Educational Legislation, Elementary Education, Equal Education, *Equalization Aid, *Financial Problems, Full State Funding, Futures (of Society), *Property Taxes, Public

Schools, School Support, "School Taxes, School Support, "School Taxes, Secondary Education, State Aid Identifiers—"Georgia, Tax Reform

This report contains nine speeches on various aspects of public school finance. Topics discussed include, recover, educational, finance, basicalistic aspects of public school finance. Topics discussed include recent educational finance legislation, equalization aid, full State funding, property tax reform, and urban school finance reform. One speech describes the national public school finance picture; two others detail the Georgia school finance, systems. The future of the vital school finance system. The future of the public schools and alternatives to the present school finance system are the topics of two other speeches. The report ends with a summary of the speeches and with a statement giving the posi-tions of a majority of conference participants on various issues of school finance reform. Bio-graphical author sketches are also included. (Author/DN)

EA 005 890 Positive Approaches to Dropout Prevention.

Office of Education (DHEW), Washington, D.C. Report No-DHEW-(OE)-73-12300

Pub Date 73 Note-92p.

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01214, \$1.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Dropout Prevention, *Dropout Programs, *Federal Pro-*Program Descriptions, Secondary grams, Schools

Identifierslentifiers—*Elementary Secondary Education Act Title VIII, ESEA Title VIII

After four years of operation, the Title VIII program of the Elementary and Secondary Education Act has been instrumental in reducing the number of school dropouts in target schools by number of school dropouts in target schools by 52 percent. This report describes in detail some of the successful educational practices operating within target schools in Alabama. California, Colorado, Connecticut, Kentucky, Maryland, Massachusetts, Michigan, Missouri, Ohio, South Dakota, and Washington. Except for some pro-jects, each description is presented in two sec-tions. The first section describes the general setting in which the total program operates, such setting in which the total program operates, such as locale, school system, special factors affecting the project, the overall instructional programs, and the results obtained. The second section contains a detailed description of one or more suc-cessful educational practices with data to show that they were successful. The descriptions are in sufficient detail to provide educators at all levels with enough information to initiate programs in local schools with similar problems. The descriptions cover such topics as needs assessment, rationale, objectives, criteria for selecting the target population, personnel, facilities, equipment, materials, operational problems, valid evaluation data, cost analysis, and suggestions for replica-tion. Examples of data collection instruments and management forms are included in some of the project reports. (Author/JF)

EA 005 892 Survey of School District Short-Term Investment Policies.

New York State Office of Education Performance Review, Albany. Pub Date Feb 74

Note—36p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Educational Finance, *Financial Policy, Income, Interest, *Investment, Money Management, *School

Identifiers-*New

This document reports the results of a New York State survey undertaken to determine if school districts invested all available funds not needed to meet immediate operating expenses and if interest rates on their investments were competitive with rates generally available for comparable investments at the time of investment. Findings indicate that 39 percent of the 28 districts surveyed fail to invest funds above those required to meet immediate operating expenses and that one-third of the investments made earn interest rates below the current competitive rates. The report estimates that poor investment practices cost New York State taxpayers a total of 1.3 million dollars in 1973. The report recommends that school boards review their investment practices and adopt formal investment policies procedures, estimate cash flow for the full school year to enable surplus funds to be invested for the longest time possible, determine on a continu ing basis how much money is needed for operat-ing expenses and how much can be put into short-term investments, use published quotations short-term investments, use published quotations to check investment rates, solicit competing bids before investments are made, and invest at the highest rates available. The appendix contains an analysis of some of the poor investments being made by school districts. (Author/DN)

EA 005 893

Tracz, G. S. Burtnyk, W. A. The Dynamics of Teacher Costs: A Dollar Flow Analysis. Educational Planning Occasional Papers No. 73/74-5. Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning. Pub Date Feb 74

Note—29p.; Related documents are ED 077 143-145 and EA 005 639 Available from-Dr. George S. Tracz, Depart-

ment of Educational Planning, The Ontario Institute of Education, 252 Bloor Street West, Tornoto, Ontario M5S 1V6 (\$3.00) Document Not Available from EDRS.

Document Not Avanuable troil Exposi-Descriptors—*Computer Oriented Programs, *Cost Effectiveness, Costs, Decision Making, *Economic Research, Elementary Schools, *Cost Effectiveness, Costs, Decision Making, *Economic Research, Elementary Schools, Input Output Analysis, *Instructional Staff, Mathematical Applications, *Mathematical Models, Prediction, Predictor Variables, Secon-dary Schools, Systems Analysis, Teacher Distribution, Teachers, Teacher Salaries, Teacher

Supply and Demand Identifiers—Teacher Cost Models, *Teacher Costs

The authors describe an extension that has been made to and subsequently incorporated into the system known as Teacher Cost Models. This approach -- a dollar flow analysis -- identifies and quantifies the factors that contribute to dollar quantities the factors that contribute to dollar changes in the ON GRID teacher wage-bill from one year to the next. The methodology is applica-ble at both the county board and the provincial levels. Decisionmakers are provided with a detailed breakdown of teacher costs as they have evolved in the past and as they are likely to develop in the immediate future. This capability to quantify the dynamics of teacher costs should be of particular interest to school board salary negotiators for elementary and secondary school systems. (Author)

EA 005 894 ED 087 138 Proceedings of Hearing: Voucher Systems and Contractor Proposals.

California State Legislature, Sacramento. Senate

Committee on Education. Pub Date Jan 71

Note—301p. EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Finance, *Education Vouchers, *Equal Education, *Parochial School Aid, *State Church Separation, *State Legislation, Teacher Associations Identifiers—*California

The participants in these hearings that took place prior to the California Supreme Court issuing its decision in the Serrano vs Priest case discuss that case and also the use of education vouchers as one means of education finance reform. Legislators, education finance experts, and interested organizations and citizens express their views on various education voucher proposals. (JF)

ED 087 139 EA 005 895 State of Washington, Delphi Study Materials.

Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date [73]

_55p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Educational Needs, *Educational Objectives, Futures (of Society), Opinions, *Public Schools, Questionnaires, *Resource Materials, State Departments of Education, State Programs, *State Surveys, Tables (Data) Identifiers-Con

Washington State

This document contains the Delphi materials used by the Washington State Department of Education in establishing future educational goals. A variety of persons interested in education were asked to respond to a 3-part survey to help identify desired educational outcomes of future. Included in the materials is the final dis-tribution of responses, as well as sample statements constituting a minority opinion report on each of the items. (WM)

ED 087 140

EA 005 896

Gayden, Joyce, Comp. Thornton, Barbara,

Comp.
Year-Round Schools. A Chronological Selected
Bibliography from 1907 to 1972.
School District 1, Columbia,

S.C. Pub Date 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Bibliographies, Colleges, Elementary Schools, *Extended School Year, Informa-tion Sources, *Quarter System, Secondary Schools, *Trimester Schedules, *Year Round Schools

All materials in this 800-item bibliography are listed by year of publication and are categorized under each year's listing by: books, periodicals, newspapers, pamphlets, booklets, and reports. The compilation represents part of the research work done in a study of the feasibility of the extended school year in Sough Carolina. (Compiler/EA)

ED 087 141 EA 005 897 Case History: The All-Electric School. Building

Committee Decisi Heating-Cooling Council, Berkeley Heights, N.J.

Report No-BHCC-D-173

Pub Date 73 Note-19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bids, Case Studies, *Comparative Analysis, *Component Building Systems, *Cost Effectiveness, Costs, Decision Making, *Electrical Systems, Electricity, Feasibility Studies, Fuels, Heating, Middle Schools, *Operating Ex-

penses, Utilities
This document analyzes the causes of a discrepancy between expected electric costs of \$19,460 annually based on full occupancy and usage, compared with a 1972 total billing of \$49,819, and the fear of a 1974 \$53,000 electric bill. A review was made of detailed proposals for 1967 and 1968 submitted to the building commettee to guide them in reaching a decision about selecting a hydronic system fueled with gas and oil or an all electric system at Mansfield Middle School in Spring Hill, Connecticut. The report explains in calculating the expected usage of fuel, certain inaccuracies crept into the equations and points up the value of making an economic comparison of alternate heating systems by estimating both the initial construction costs and the annua operating costs. Had the error in calculations been discovered earlier, the estimated costs between electric and hydronic systems would have reflected a \$6,000 greater cost factor for the electic than for the hydronic system. It is hoped that the facts reported about this school will serve as a guide for school boards and building committees in their efforts to evaluate proposals for competing school comfort systems. (Author/MLF)

EC

ED 087 142 EC 060 731

Rehabilitation of Families at Risk for Mental Retardation. December 1972-Progress Report.
Wisconsin Univ., Madison. Regional Rehabilita-

tion Research and Training Center in Mental Retardation. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Dec 72

Note-256p. EDRS Price MF-\$0.65 HC-\$9.87

Descriptora—"Culturally Disadvantaged, Disadvantaged Youth, *Early Childhood Education, Educable Mentally Handicapped, *Exceptional Child Education, Infancy, Intervention, *Mentally Handicapped, Mothers, Negroes, *Program Descriptions, Program Effectiveness Identifiers—Infant Stimulation, Milwaukee

A longitudinal study of 20 experimental and 20 control preschool children identified at birth as being at high risk of suffering cultural-familial being at high risk of suffering cultural-tanima mental retardation is nearing completion. Ss (identified from a low income Milwaukee area) all have mothers with IQs below 75 and are of Negro extraction. The experimental intervention is composed of two components: a maternal rehabilitation program and an infant intervention program. Mothers are provided with adult education classes in basic academic subjects after which an occupational training program to teach specific vocational skills is offered. The infant program commences at 3-months of age and continues at a 5 day a week, year round program until the child enters school. Program characteristics include pairing of each infant with one consistent mothering figure and emphases on perceptual motor and cognitive areas. Children 3, 4, and 5years-old receive instruction in language, reading, math/problem solving, as well as free choice ac-tivities. Preliminary findings indicate mean IQ scores of 127 for experimental Ss versus 92 for controls, better language abilities by experimental Ss, more mother-child verbal interactions by experimental Ss, and improved attitudes of experimental mothers. The final report of the program's effectiveness is to be published after the children have reached 7 years of age and spent some time in public school. (DB)

EC 061 009

Rainey, Ernestine W. And Others
Mississippi State University Preschool and Early
Education Project.
Mississippi State Univ., State College. And Others

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Nov 72

Grant-OEC-0-70-4700(616)

Note—31p.: Entry in Distinguished Achievement Award, American Association for Colleges for Teacher Education EDRS Price MF-30.65 HC-\$3.29

Descriptors—Child Development, *Early Child-hood Education, *Educable Mentally Handicapped, *Exceptional Child Education, Immaturity, Intervention, Mentally Handicapped,

Program Descriptions Identifiers-*Developmentally Delayed

A 3-year model program for 40 4- to 6-year d children with developmental problems is described. Discussed are the following project objectives: development of a functional program appropriate to schools in nonurban areas where specialized services are not available and funds are limited; provision of a model for parent education through the home-contact program component; demonstration of teaching methods and curricu-lum innovations designed to increase psycholinguistic abilities and perceptual efficiency; involve-ment of university students enrolled in the teacher training program; and institution of a system of teacher inservice training, consultant services, and replication assistance to other individuals or institutions concerned with the education of educable developmentally handicapped young children. Described are program comonents including curriculum (emphasizing language development), evaluation, parent involvement, and communication. Reviewed is program development from an initial pilot project to inservice workshops, student involvement, and the operational years. A summary of mean dif-ferences in test performance of children in the program, the project budget, and an outline of project contribution to teacher education are presented. (DB)

EC 061 021 Ohio's Comprehensive Plan for the Education of the Handicapped.
Ohio State Dept. of Education, Columbus.

Pub Date Jul 73 Note-121p.

EDRS Price MF-\$0.65 HC-\$6.58

"State Standards Identifiers—"Ohio

Information on program standards, sample school district configurations, recommendations, and current status and projected needs of Ohio's comprehensive plan for the education of handicapped children is presented. Noted is tripling of number of special education units in the last decade and a 1972 state law which requires submission of local plans and development of a state plan. Provided are program standards for the following handicapping conditions and supplementary services: hearing impaired, crippled, visually impaired, multiply handicapped, learning and behaviorally disabled, emotionally disturbed, educable mentally retarded, speech and hearing services, school psychological services, transportation of handicapped children, individual instructional services, and individual supplemental services. Also noted are criteria for legal dismissal from school attendance. Listed by disability areas are ways sample school systems organize their programs. Recommendations include the developent of inter-district cooperative programs, revision of the code to clarify eligibility for and dismissal from educational services by trainable mentally retarded children, and early assistance for handicapped children. The final section provides data on the incidence and needs of handicapped children based on analysis of approximately 700 local plans. Given for each han-dicapping condition are incidence, current status and projected need (in terms of children served, units approved, cost per unit, and total cost), and an explanation of the formula used for the projection. (DB)

ED 087 145 EC 061 022

Stuckey, Ken, Comp. And Others Education of Deaf-Blind: Bibliography. Perkins School for the Blind, Watertown, Mass. Pub Date Aug 72 Note-84n.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Deaf Blind, *Exceptional Child Education, *Films, *Multiply andicapped

The bibliography lists approximately 550 print materials and 26 film and video tapes relevant to the education of deaf blind children and adults. It is explained that materials listed include books, pamphlets, articles and unpublished papers available from the Research Library of Perkins School for the Blind, Materials are listed for the following major areas: programs and services, training and education of children and youths, the adult deaf blind, conference proceedings, newsletters, films and video tapes (with descriptive summaries), bibliographies, and the multihandicapped deaf and blind. Subtopics include programs and services in the U.S. and other countries; general articles on education, philosphical bases, early childhood education, movement, communication and language development, classroom curriculum and educa-tional methods, psychosocial development, recreation and physical education, instructional media, curriculum and methods of training severely injured and nonverbal children; school care for the multihandicapped deaf blind, communication, mobility, vocational planning and rehabilitation, national planning for deaf blind adults, adult case studies and persocial ex-periences; and the National Association for Deaf Blind and Rebella Children (in England). Also provided are approximately 40 sources of infor-mation in Europe and the U.S. as well as an author index. (DB)

ED 087 146

EC 061 023

Elkins, J., Ed. The Identification and Treatment of Children with Learning Disabilties.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.

Note—86p.
EDRS Price MF-\$0.65 HC-\$3.29
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Adolescents, Childhood, *Conference Reports, Diagnostic Teaching, *Exceptional Child Education, Foreign Countries, *Identification, Individualized Instruction, *Learning Disabilities, Minimally Brain Injured, Neurology, Perceptually Handicapped, *Special Education, Trend Analysis

Identifiers—Australia
Presented are nine papers given at a 1973
seminar at the University of Queensland in Australia on the identification and treatment of children with learning disabilities. Noted are recommendations of the Senate Standing Committees on Handicapped Persons and Teaching Education which would require increased numbers of trained teachers and other professionals. Included papers have the following titles: "Some World papers have the following titles: "Some World Trends in the Diagnosis and Treatment of Chil-dren with Learning Problems", "School Problems and the Neurologist", "Children with Reading Disabilities", "Helping the Adolescent with Learning Problems", "Organization and Imple-mentation of Individualized Programs Within the Framework of a Junior High School", "Auditory Framework of a Junior Hign School", "-Auditory Immaturity as an Educational Handicap", "- Prescriptive Teaching of Children with Learning Disabilities", "A Developmental Approach to Identification and Treatment of Children with Minimal Cerebral Dysfunction", and "Queensland Provision for Children with Learning Disabilities -- Performance and Promise". (DB)

EC 061 037 Creative Speech Communication for South Dakota. K-12 Curriculum Resource Book.

South Dakota Speech Association.; South Dakota State Div. of Elementary and Secondary Edu-cation, Pierre. Section for Exceptional Chil-

Note-628p.; This document contains 363 pag most of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$23.03

-*Curriculum Guides, Disadvantaged Descriptors-Youth, *Exceptional Child Education, Gifted,

Yourn, "Exceptional Collections, Orico,

*Language Arts, Learning Disabilities,
Resource Guides, *Speech Improvement
Identifiers—"South Dakota
Intended for regular elementary and secondary
teachers, the South Dakota curriculum guide presents motivating activities to stimulate speech development of under-communicating, gifted, experientially different, or average students. Suggested situations are reported to be coordinated with South Dakota literature, the best of childron's literature, with basic reading series, with state curriculum guides in other areas, and with several series of language arts texts. Stressed are activities in socialization for kindergarten through third grade, in independent thinking for 4th through 6th grades, in spoken ideas for 7th and 8th grades, in reflective thinking for 9th and 10th grades, and in persuasive speaking for 11th and 12th grades. Listed for each situation is one or refraces. Listed for each situation is one or more suggested activities, coordination with other subject areas, grade level, and type of student for whom the situation is appropriate. Activity objectives, procedure with materials and evaluation criteria are also given. Relevant poems are often included. Discussion and/or activities are provided for the following areas: self identity, thinking, research, listening, speech improvement, conversation, group discussion, debate, parliamentary procedure, legislative assembly, broadcasting, versation, group accession, acceate, parliamentary procedure, legislative assembly, broadcasting, storytelling, oral interpretation, choral reading, creative dramatics, improvised theatre, individual speaking, basic speech, and speech on the contract plan. (DB)

ED 087 148 EC 061 038 Section for Exceptional Children Curriculum Guide for Trainable Mentally Retarded Chil-dren 1973-74, Third Reprint. South Dakota State Div. of Elementary and Secondary Education, Pierre. Section for Ex-ceptional Children.

Note—266p.; This document contains 136 pages, most of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors-*Curriculum Guides, *Exceptional excriptors—"Curretum Ondides, "Exceptionai Child Education, Language Arts, Mathematics, Mentally Handicapped, Physical Education, Prevocational Education, "Resource Guides, Social Adjustment, "Trainable Mentally Handicapped

dicapped
The curriculum guide for use with trainable mentally handicapped children is organized by five levels of difficulty and the following categories: social adjustment, economic usefulness (science and math), communication skills, cultural appreciation (art, music, and literature), prevocational skills, and movement behavior. Listed for each level and category are aims or objectives, one or more pupil activities, outcome or demonstration of a specific competency, and needed materials. Examples of activities for communications-receptive training are smelling and tasting different foods at Level I to composing and writing brief personal messages at Level IV Among social adjustment activities are washing Among social adjustment activities are washing and drying hands with assistance at Level I and making a budget at Level IV. Also provided are upgraded activities for music and art, a list of appropriate records, addresses of sources of instructional materials, illustrations and recipes for art activities, and a listing of stories and records for literature. Activities given for development of prevocational skills vary from dusting at Level I to washing own socks and underwear at Level III. Movement activities include imitating movement of worms and snakes (Level I) and roller skating (Level IV). (DB)

Serwer, Blanche L.

Experimental Model School Program for Children
with Specific Learning Disabilities 1970. Final Report.

chusetts Psychological Center, Boston.;

Waltham School District, Mass.

Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Special Educa-

Pub Date Mar 71

Note—155p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood, *Exceptional Child Research, *Learning Disabilities, Predic-tion, *Prevention, Regular Class Placement, Special Classes, *Teaching Methods

Sixty-two first graders identified as being at risk analy-two first graders identified as being at risk for later learning difficulties were assigned to either of two special classes or distributed through regular first grade classes and were provided with one of the following forms of treatment: direct teaching of reading, indirect teaching (perceptual-motor training), combined treatment, and control (Ss placed in conventional classes). Phase I of the program involved group instruction within treatment approaches, while phase II involved individualized instruction within the same treatment approaches. Major findings of the study were that low but statistically significant correlations between teatment approaches. correlations between treatment method and posttest achievement existed (the indirect and combined groups showed better achievement than the direct and control groups); and that number tests and teacher ratings had the greatest predictive power. Results may have been affected by age limitation of Ss, limited amount of time spent on experimental methods (1/2 hour per day) and treatment by a perceptual-motor specialist of Ss in the indirect method during phase I. Approximately half the document consists of appendixes on the following topics: a proposal for an experimental model school program for children with specific learning disabilities, a review of the literature, the Wellesley Rating Scale, the letter names pretest, the early detection inventory geometric figures, the screening inventory of the project, interim posttesting results, a description of the Waltham motor tasks test, recommended strategies for perceptual and cognitive remediation, a parent questionnaire, and audiovisual sup-plementation. (DB)

Balthazar, Earl E. And Others Absence of Intervention Training Programs: Effects Upon the Severely and Profoundly Retarded, Part I: Selected Cases of Emotional and

Behavioral Disturbances.
Central Wisconsin Colony and Training School,

Madison, Wis.

Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison. Pub Date Mar 73

Note-30p.; Monograph Supplement Number 1, Volume 10. For related information see EC 061041

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Behavior Rating Scales, Childhood, *Excep-tional Child Research, Institutionalized (Per-sons), *Interpersonal Relationship, *Matura-tion, *Mentally Handicapped Identifiers—*Balthazar Scales of Adaptive

Behavior, BSAB

Fifteen institutionalized profoundly retarded Ss, nedian age 7 years, who received no intervention training program, were assessed on the Balthazar Scales of Adaptive Behavior (BSAB), Sections I and II to determine whether social coping and it to determine wiether social coping behavior would improve spontaneous maturation during a 6-month period. The Ss were recom-mended by nursing personnel on the basis of greatest self destructive behavior, degree of emotional disturbance, and severity of behavioral problems. The Ss were evaluated at 3-month in-tervals through 12 10-minute observation sessions on the Scales of Social Adaptation (BSAB-II) and Scales of Functional Independence (BSAB-1). Data were developed for unadaptive self-directed behaviors (such as failure to respond and stereotype), unadaptive interpersonal behaviors (agression, withdrawal), adaptive interpersonal behaviors (such as non-communicative social behaviors), play activities (inappropriate and ap-propriate use of objects and playful contact), and response to instructions. Information was obtained on medications which the Ss were receiving at time of evaluation. Results indicated that passive and informal programing in residential settings with reliance upon tender loving care and acceptance to achieve goals such as emotional wellbeing and behavioral development did not in-crease change in the Sx's social coping behavior, and that the hypothesis of improvement as a result of spontaneous maturation was not sup-ported (through a longer time period might have some effect on gains). Discontinuance of drug use for four subject resulted in no increase in unadaptive behaviors, indicating need for further investigation into actual effects of drugs on behavior. (MC)

ED 087 151 EC 061 041

Balthazar, Earl E. Naor, Ellen M. Absence of Intervention Training Programs: Effects Upon Institutionalized Retardates, Part II: Selected Cases with Minimal Behavioral

Central Wisconsin Colony and Training School, Madison, Wis.

Spons Agency-Wisconsin State Dept. of Health and Social Services, Madison. Pub Date Apr 73

Note-30p.; Monograph Supplement Number 2, Volume 10. For related information see EC

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Exceptional Child Research, Institutionalized (Persons), *Inter-personal Competence, *Maturation, *Mentally Handicapped, Young Adults Identifiers—*Balthazar Scales of Adaptive Behavior BSAB

Fourteen institutionalized profoundly retarded Ss (seven females, median age 20 years, and seven males, median age 10 years) who received no intervention training program were assessed on the Balthazar Scales of Adaptive Behavior (B-SAB), Sections I and II, to determine whether the Ss' spontaneous social coping behavior would improve as a result of spontaneous maturation during a 6-month period. Analysis of self-help scales indicated that females were functioning initially at a higher level of proficiency than the males in all skill areas. Comparison of baseline social scale scores showed some sex differences in social coping behaviors. Social vocalization, appropriate use of objects, and response to instructions were significantly more frequent among females. Results of ratings showed that no significant changes in socially adaptive behaviors occured to support the hypothesis of time and maturation being the determining factors. The results implied that passive and unsophisticated programing is ineffective for achieving behavioral development. Results also implied that the BSAB scales could be used as a paradigm for development and evaluation of training program with specific behavioral goals.

ED 087 152 88 Padalino, Jane P

A Program for Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Final Interim Progress

FC 061 112

Union Township Board of Education, N.J. pons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-Spons ton, D.C.

Pub Date May 71 Grant—OEC-3-7-703564-4312

Note-126p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Associative Learning, Auditory Perception, *Diagnostic Teaching, *Exceptional Child Education, Identification, Kindergarten, *Learning Disabilities, Perceptual Development, Perceptually Handicapped, Perceptual

Motor Coordination, *Program Descriptions, *Program Evaluation, Screening Tests Identifiers—Elementary Secondary Education Act
Title III, ESEA Title III, New Jersey, Union
A 3-year Title III project in Union, New Jersey

involved screening of 869 incoming kindergarten children in 1967 and 840 children in 1968, subsequent identification of children's perceptual difficulties, and remediation. The children were screened in areas of perceptual-motor match, auditory dynamics, associative processes, and grossmotor coordination. Data on socioeconomic background, birth, and developmental history were collected through parent interviews and a questionnaire. Children who received scores in the lowest 5% of one or more developmental areas or whose total score was in the lowest 10% bracket were selected for intensive training from the 1967 class. The same selection procedure was used for the 1968 class; through children in the lowest 20% level were included. First year chilreceived training through diagnostic teaching for 1/2 hour of perceptual activities four days per week. Also, the perception teachers worked with each kindergarten class I day per week and were observed by kindergarten teachers. During the second year only experimental groups were given intensive training. Four research studies were conducted during each year. First year project results indicated that a significant mean difference existed between significant mean difference existed between pretest and posttest results for the 172 experimental children receiving intensive training as compared with 500 children receiving an enrichment program only. Comparison of pretest and posttest results for both the 1967 and 1968 classes indicated that the intensive training was most effective in areas of visual-motor integra-tion, and in certain aspects of gross-motor development. (MC)

ED 087 153 88 EC 061 113

Developing and Coordinating a Comprehensive Exceptional Child Program in Five Rural, North Florida Counties. Annual Report 1972. Hamilton County Public Schools, Jasper, Fla. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 72

Note-57p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Annual Reports, Curriculum Guides, Educable Mentally Han-dicapped, *Educational Planning, *Exceptional Child Education, Handicapped Children, In-*Program Evaluation, Psychological Evalua-tion, *School Districts, Teacher Evaluation, *Program Evaluation, *Sychological Evalua-tion, *School Districts, Teacher Evaluation, Trainable Mentally Handicapped Identifiers—Elementary Secondary Education Act Title IV B, ESEA Title IV B, *Florida Presented is the 1972 annual report of a Title

VI-B project to develop and coordinate a com prehensive exceptional child program in the north rural Florida counties of Hamilton, Madison, Suwance, Taylor, and Lafayette. Given are the fol-lowing eight project objectives: cooperation between two or more counties to employ a special education director and/or school psycholo-gist; improvement of the curriculum for educable (EMR) and trainable mentally retarded (TMR) children through implementation of a curriculum guide; planning and implementation of preschool, post-school, and inservice training programs for special teachers; upgrading of leadership and program improvement through inservice training of administrators; evaluation of the role/and functions of the multicounty coordinator; provisions for psychological testing for diagnosis and in-struction of students; and improvement in teacher evaluation of student performance. Reported are accomplishments such as the following to satisfy the eight objectives: establishment of tri-county directorship of exceptional child education; field testing of a curriculum guide for EMR and TMR students; an instructional improvement workshop; development and teacher examination (in a workshop) of instructional materials for EMR students; plans to continue the position of mul ticounty coordinator/consultant after final Title VI funding; psychological testing of over 250 stu-dents for the EMR and TMR programs; and improved teacher attitudes toward behavioral objectives. (Included in appendixes which comprise half the report are documents pertinent to objectives such as a learner advocacy model for educational renewal and a teacher self rating form.) (MC)

ED 087 154 EC 061 115

Nolan, Carson Y. Morris, June E.

Aural Study Systems for the Visually Han-dicapped. Final Report.

American Printing House for the Blind, Louisville, Ky.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. ureau No-80046 Bureau No-Pub Date 1 Dec 73

Grant-OEG-0-8-080046-2670(032)

Note-29p.; For related information see EC 052161

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Audio Equipment, *Aural Learning, *Exceptional Child Research, Instructional Media, Learning Processes, Listening Comprehension, Listening Skills, Phonotape Recordings, Program Descriptions, *Research Reviews (Publications), Textbooks, *Visually Handicapped

Presented is the final report on development of an aural study system which involved approximately 1000 visually handicapped elementary, secondary, and college students. Given is background information such as the relative effectiveness of reading and listening during study, and factors that affect listening comprehension such as learner characteristics. The program's purpose is described to include study and identification of behavioral and procedural factors related to efficient study through listening, and development of a study system using recorded texts and a playback recording device. Summarized are studies on effects of motivation and word rate on aural comprehension, parameters of learning and listening (five studies), low ability blind children's learning, effect of message length and reference frame on learning, and effects of a prior reference frame on aural learning (four studies). Development of the aural study system is seen in summaries of studies on task analysis, preference of users for written (braille, large type) or recorded texts, a description of the aural study system (special record, record player, and written supplements), and field trials. Some of the major results reported show that a positive correlation existed between IQ and listening com-prehension, that listening comprehension in-creased with grade level, that 83% of 18 college students preferred text materials in recorded form, that students concentrated on one subject at a time, and that 85% of the test group students in grades 5 through 12 successfully accomplished 26 of 30 operational tasks. Recommended is production model development of the player based upon research and field trials. (MC)

EC 061 116 ED 087 155

Schmais, Claire White, Elissa Q. Hunter College Dance Therapy Masters Program. City Univ. of New York, N.Y. Hunter Coll. Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and

Special Training Branch. Pub Date Jun 73

Note-68p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-80.65 HC-83.29
Descriptors—Curriculum, *Dance, *Emotionally
Disturbed, *Exceptional Child Education,
Graduate Study, Institutions, Internship Programs, Masters Degrees, Mental Health,
*Professional Education, Program Descriptions, Program Evaluation, *Therapy

Described is development of the Hunter College dance therapy 18-month 30-credit masters program involving 33 adult students, (in two classes beginning in 1971 and 1972), an educational model, internship in psychiatric institutions, and preparation of instructional materials. The dance therapist is said to incorporate the psychiatric patient's movements into his/her own movements and thus to "tune-in" to the patient's affective states expressed in the patient's move-ments. Discussed are program goals and selection of graduate candidates based on high academic performance, recommendations, background in dance, and results of screening The academic program is seen to incorporate coursework such as dance therapy theory and anatomy; special features such as video-taping and guest lecturers; and final projects such as a case study or a research paper. Paired student internship research paper. Paired student internship (therapy with children, adolescent and adult patients) in five institutional settings is examined textually and tabularly. Program evaluation by questionnaires and a review committee is said to have resulted in modifications such as inclusion of more field experiences. Reviewed are accomplishments such as development of standards for training professional dance therapists, visual training materials, and employment opportunities. Noted is employment of all 1971 class graduates seeking employment in state or city hospitals, a private institution, and a mental health clinic. (Included in appendixes are movement evaluations; curriculum goals; course outlines; lists of guest lecturers, lecture topics, and final projects; questionnaires; and faculty biographies. (MC)

ED 087 156 EC 061 117

Elsberry, Michael J. And Others
South Dakota Special Education Guidelines (Phase
One) Recommendations for Local Education

Mry recommendations for Local Education Agencies in Implementing Comprehensive Program Planning for their Exceptional Children.

South Dakota State Div. of Elementary and Secondary Education, Pierre. Section for Exceptional Children.

Pub Date 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, "Exceptional Child Education, "Guidelines, Handicapped Children, Legislation, "Program Development, School Districts, State Programs, "State Stan-

Identifiers--*South Dakota

Presented are guidelines based on statutes, rules, and regulations of the federal government and the South Dakota state board of education to be used by school districts for planning and implementing comprehensive special education programs for exceptional children. Noted are specifications for special school accreditation. Provided are pertinent specifications of the Education of Handicapped Act and the Elementary and Secondary Education Act for regional centers for deaf blind children, regional resource centers, early childhood programs, professional training, research and demonstration projects, instructional materials, and institutional programs. Information is given on screening, referral, evaluation procedures, psychological testing, and placement. Specified are procedures for program organiza-tion, physical facilities, approval applications, work experience programs, high school graduation policy, and certification (teachers, therapists, paraprofessionals, and directors). Areas of preparation offered by colleges and universities are listed. Noted are requirements for obtaining state reimbursement and reporting attendance. Discussed in terms of handicapping condition, Discussed in terms of handicapping condition, program organization, and, when appropriate, evaluation, placement, screening, referral, and facilities are the following categories of children: deaf, developmentally delayed (0 to 8 years of age), gifted and talented, head of hearing, homebound, learning and behaviorally handicapped, mentally handicapped, multiply handicapped, physically handicapped, severely emotionally handicapped, speech and language impaired, and visually handicapped. (MC)

EC 061 140

Kakalik, James S. And Others Services for Handicapped Youth: A Program Overview.
Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Educa-tion, and Welfare, Washington, D.C. Office of

Assistant Secretary for Planning and

rule Assistant Secretary for Evaluation. Report No—R-1220-HEW Pub Date May 73 Note—352p. EDRS Price MF-9.65 HC-\$13.16

Descriptors—Agencies, *Exceptional Child Edu-cation, *Government Role, *Handicapped Chil-dren, Institutions, *Program Evaluation, *Ser-

vices Identifiers—Delivery Systems
Presented is the Rand Corporation's crossagency evaluation of government programs which serve approximately 9 million mentally or physically handicapped youth aged 0 to 21 years. Programs are grouped into areas by the five types of agencies administering them: health, education, welfare, vocational rehabilitation, and mental health and retardation. Services provided are said to include prevention, identification, direction to service providers, counseling, medical treatment. service providers, counseling, medical treatment, education, special training, vocational training, job placement, creation and provision of special aids or equipment, recreation and social activity, personal care, income maintenance, training of personnel, construction of facilities, and research and development. It is reported that nearly 5 billion dollars are spent annually on services for the handicapped. Provided is a descriptive overview of the population of handicapped youth, the structure and functioning of the service delivery system, current state and Federal service programs, and resources devoted to various categories of handicapped youth. Identified are major problems of the present service system, both in the services delivery systems and in the institu-tional structure of the programs. Noted are recent expansions of federal, state, and local government service programs and expenditures. Discussed are major problems such as inequities of services, gaps in service, insufficient knowledge, inadequate or deficient control, and insufficiency of resources. (Author/DB)

ED 087 158

EC 061 141

Naiman, Doris W. Mashikian, Hagop S. Handbook for Staff Development in Residential Schools for Deaf Children.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Sep 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Deaf, *Exceptional Child Education, Guidelines, *Inservice Teacher Education, *Residential Schools, Special Schools, *Staff Improvement
The handbook is intended to aid residential schools for deaf children in establishing comprehensive staff development programs. Stressed is the importance of involving all staff members including administrators, teachers, and dormitory counselors in the provision of an integrated 24hour-a-day learning environment. The handbook is said to be appropriate for use by a single school, a group of schools acting cooperatively, or training institutions desiring to assist schools or training institutions desiring to assist schools. Described in the first section is a pilot regional training program which involved six schools working together with the New York University Deafness Research and Training Center to develop a cadre of trainers from each school's staff to oversee staff development and inservice training at their respective schools. Contained in the program of the program o the second section are notes from the actual experiences of the six project schools covering topics such as first steps, resistance to change, staff relationships, and planning for multiply han-dicapped children. Considered in the third sec-tion, a general guide to staff development, are issues in program development and suggestions for implementation in areas such as school policies, choosing a director of staff development, training a core team of trainers, increasing staff sensitivi-ty, orienting the new child, first aid and accident prevention, and behavior management. (DB)

EC 061 189

Moonan, William J. Charosel: A Computer Program Which Selects Qualitative Predictors for Qualitative Criterion Prediction Problems.

Pub Date 73
Note—30p.; Paper presented at Military Testing
Association Conference (San Antonio, Texas,
October 28 through November 2, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Exceptional Child Research, Factor Analysis, *Gifted, *Identification, Kindergarten Children, *Identification, Kindergar *Statistical Analysis, Theories

Described is the theory and computer program of a new statistical procedure to find a parsimoni-ous subset of predictor variables which have high predictive efficiency for a given criterion variable, and explained is application of the procedure to problems such as the identification of gifted to problems such as the identification of gifted kindergarten children. The procedure is seen to be most appropriate for Type D prediction problems, for which the criterion variable is represented by a set of categories and the predictor variables are represented by a set of qualitative variables. It is explained that the technique is based on a formula for calculating a posteriori based on a formula for calculating a posteriori probabilities and a simple decision function, and that models are evaluated by computing decision tables and an associative objective function for each predictor variable available. The program is each predictor variable available. The program is thought to be applicable to prediction problems of the military, education, and medicine. Described is application of the procedure to the selection of questionnaire items most predictive of giftedness in kindergarten children. (DB)

ED 087 160 lorida Instructional Materials Center for the Visually Handicapped: Services and Procedures

Florida Instructional Materials Center for the

Visually Handicapped, Tampa.

Spons Agency—Florida State Dept. of Education,
Tallahassee. Div of Elementary and Secondary

Pub Date 74

Note—23p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Exceptional Child Education,
*Guidelines, *Instructional Materials Centers,
*Visually Handicapped
Identifiers—*Florida
The manual describes the services and
procedures offered by the Florida Instructional
Materials Center for visually handicapped children and youth. The center is said to be a coordinating upit and resource center for the catalogue. dinating unit and resource center for the cataloging, standardizing, production, procurement, storage, and distributation of educational materials needed by visually handicapped students in Florida. The manual provides information on the Florida. The manual provides information on the following topics: who may be served by the center, media requests (large print, braille, recordings), the ordering system (sample order forms are included), tangible apparatus checkout, checkout and renewal for books, when to order, codes desifications willing interestings. order clarifications, mailing instructions, catalog procedures, account and order information, and registration of children. (DB)

ED 087 161

EC 061 192

Motor-Academic-Perceptual
Development Checklist.

ARIN Intermediate Unit 28, Indiana, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-55p.; This document contains 29 leaves, most of which are 11 inches wide by 8 inches high and require two microfiche frames; M-A-P Project, Early Childhood Education of the Multiply Handicapped; For related documents see EC 061193 and EC 061194 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, *Check Lists, *Early Childhood Education, *Excep-tional Child Education, *Handicapped Chil-

tional Child Education, *Handicapped Children, Motor Development, Perceptual Development, Readiness (Mental)
Presented is the M-A-P (motor, academic, and perceptual) skill development checklist, said to be designed to provide the teacher of young handicapped children with a behavior oriented evaluation of the child's skills leading to the provision of appropriate learning objectives. The checklist is designed to be completed as a result of teacher observation of the child. The chart lists behaviors from simpler to more complex and susually offers five levels of possible performance usually offers five levels of possible performance for each behavior. Included are 14 gross motor skills (from raising head to riding tricycle), 19 manipulative skills (from moving hands to playing a musical instrument), 27 self-care skills (such as zippering and putting away toys), two skills in the area of body awareness (such as naming body

parts), seven general academic readiness skills (such as following directions and handling books), 10 communication skills (such as making conversation), seven early academic skills (such as writing letters), six visual discrimination skills (from focusing to discriminating among sizes), and four non-visual discrimination skills (such as and four non-visual inscrimination skins (such as taste discrimination). Forms are provided on which to summarize the child's current level of functioning and to formulate a behavioral prescription based on the results of the checklists.

ED 087 162

EC 061 193

Let's Go to the Circus.
ARIN Intermediate Unit 28, Indiana, Pa.
Spons Agency—Office of Education (DHEW). Washington, D.C.

Pub Date 1731 Pub Date [73]
Note—51p.; A Motor-Academic-Perceptual (M-A-P) Unit. Early Childhood Education for the Multiply Handicapped; For related information see EC 061192 and EC 061194
EDRS Price MF-\$0.65 HC-\$3.29

cescriptors—Academic Achievement, Class Ac-tivities, Early Childhood, *Exceptional Child Education, Handicapped Children, *Instruc-tional Materials, *Lesson Plans, Motor Development, Perceptual Development,

*Teaching Guides
The teaching guide for a circus unit to be used with handicapped children, 4 to 8 years of age. contains lists of instructional materials and lesson plans for 9 days. The unit described to be a culninating activity for the latter part of the year, is said to increase motor, academic, and perceptual skills of mentally, physically, emotionally and/or socially handicapped children. It is explained that objectives are based on the following three ability levels: leval-A, for low functioning children who can focus eyes on a subject; level-B, for children who additionally have limited expressive language; and level-C, for children within the educable range. Provided is an evaluation form for dating attainment of skills such as touching, imitating, discriminating, and verbalizing, associated with six circus components such as a clown or hot dogs. Given for teachers are instructions for making materials such as bean bags or puzzles. making materials such as bean bags or puzzles. Listed are seven commercial sources of instruc-tional materials such as a "Circus Unit" (in-cluded are descriptions, order number, and price). Additionally listed are annotated lists of 10 pertinent books, seven films, five filmstrips, three records, and community resources. Lesson plans are arranged in the following format: A-, B-, and C-level objectives (such as see a clown, imitate a clown, and state that a clown is part of a circus); instructional aids such as materials, a game, and a story; and procedures which include free play, opening exercises (such as pictures of a clown), perceptual-motor and academic skill activities, Juice time (using clown cups, napkins and cookies), lunch, rest time (with circus music), and perceptual and gross motor skill activities. (MC)

ED 087 163 EC 061 195

District Procedures for Providing Special Educa-tion for Exceptional Students. 1974 Guidelines, Volume I: General Guidelines and Appendix. Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education. Pub Date [74]

Pub Date [74]
Note—76p.; For related information see EC EDRS Price MF-\$0.65 HC-\$3.29

Child Education, *Guidelines, Handicapped Children, *Program Development, School Districts, State Departments of Education, State Legislation, State Standards Identifiers—*Florida

Presented is the first of a two volume series of 1974 Florida Department of Education guidelines 1974 Florida Department of Education guidelines to assist local school districts in developing appropriate educational procedures for all exceptional children and youth. Purposes of the guidelines are given to include compliance with 1968 State legislation, provision for legal use of funds, a means for planning and communication within a district, collection of data on 3-year needs, and review of district procedures by the elementary and secondary education division staff, community, and parents. Considered in relation to development of district procedures and programs are the history of special education

(SE) in Florida; mandatory legislation; program (SE) in Problem, manuatory registation, program philosophy; funding; comprehensive, district, and multi-district program planning; teacher certification; instructional resources; staffing; due process procedures; and contractual arrangements with nonpublic schools. Noted is the role of the Deservers of Education, Procedures for admiring the procedures of Education, Procedures for admiring the procedures of the procedures. partment of Education. Procedures for adminispartment of Education. Procedures for administration and supervision of district SE programs are given. Outlined are district procedures for stating goals; organizing and operating the SE program; utilizing available community programs; establishing eligibility criteria; providing for screening, referral, identification, placement, and dismissal; and serving students for whom no pro-gram is available. A format for surveying incidence of handicapped students is included. Given in appendixes are excerpts of State statutes, State Board of Education regulations, and State accreditation standards that pertain to SE students; and State statutes and Board of Education regulations that pertain to speech pathology and audiology. (MC)

ED 087 164 EC 061 196 District Procedures for Providing Special Educa-tion for Exceptional Students. 1974 Guidelines, Volume II: Planning, Instructional Programs for

Exceptional Students.
Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education. Pub Date [74]

Note-89p.; For related information see EC 061195

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Excep-tional Child Education, *Guidelines, *Handicapped Children, Program Development, School Districts

Identifiers-*Florida

The second of a two volume series contains 1974 Florida Department of Education guidelines to assist local school districts in planning instruc-tional programs for all exceptional students. The guidelines for developing criteria and procedures in each area of exceptionality are said to be based on proposed definitions for State Board of Education regulations. Specified for each exceptonality are a definition; criteria for eligibility, procedures for screening, referral, identification, placement, and dismissal; instructional programs; facilities; transportation; program personnel; and program evaluation. The following handicapping conditions (in color coded sections) are included: educable mentally retarded; trainable mentally retarded; physically handicapped; language, speech, and hearing impaired; deaf and hard-of-hearing; visually handicapped; emotionally disturbed; learning disabled; and socially maladjusted. Additionally covered with the same format are gifted and homebound students. (MC)

EC 061 197 ED 087 165 An Educational Needs Study Report Related to Incidence of Exceptionality. A Prelude to Planning Special Education Services in New Mexico.

New Mexico State Dept. of Education, Santa Fe. Div. of Special Education. Pub Date Nov 73

Note-28p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Po.0.5 Hc-3...29
Descriptors—Demography, *Educational Needs,
*Exceptional Child Education, Handicapped
Children, Incidence, State Legislation, *State
Surveys, *Statistical Data
Identifiers—*New Mexico

Reported are results of a study by the New Mexico Department of Education to determine educational needs for exceptional children. The study is explained to be the first step in compliance with a 1972 mandate of the State legislature to provide educational services for all excep-tional children in the State. Described is the study design which includes the process of deriving a sample population (drawn from 16 school districts according to district size, geographic lo-cation, community income level, and ethnic composition); evaluation procedures; study implemenposition); evaluation procedures; study implemen-tation (with cooperation of the Southwest Re-gional Resource Center at New Mexico State University), and data treatment. Study results are broken down into the following components: general population characteristics of the sample (718 children) giving data on sex, age, grade, lan-guage spoken, intelligence levels, and achieve-ment; categorical incidence rates (nine catego-ries); and education implications. It is maintained ries); and education implications. It is maintain that 48,000 children need special education in

addition to the 9,500 children presently served. The findings are said to indicate need for increased financing for identification and diagnosis, program development, teacher training and conuing education, media equipment, environmental adaptation, and monitoring/evaluation during the period of 1974 through 1979. Included in appendixes are the screening and evaluation procedures used in the 1973 assessment, categori-cal definitions and classification criteria used, and a chart on the range of service alternatives for public school education. (MC)

ED 087 166 FC 061 198 A Guide for Teachers of the Educable Mentally Handicapped. Secondary.
New Mexico State Dept. of Education, Santa Fe.

Div. of Special Education.

Pub Date Jan 74

Note-358p.; This document contains 245 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$13.16

Achievement. Descriptors—Academic Adolescents, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Instructional Materials, Interpersonal Competence, Mentally Handicapped, *Prevocational Education, *Vocational Educa-

tion, Work Study Programs Identifiers—New Mexico

Presented is a curriculum guide for a prevocational, vocational, and work study program to be used with educable mentally retarded (EMR) students, 12 to 21 years of age. Delineated are the following aspects of New Mexico's program for EMR students: definition, rationale, educational interventions, administration, psychoeducational diagnosis for placement, individual programing, and teacher qualifications. Provided for students 12 to 16 years of age in the prevocational level are objectives, activities, and instructional materials in the following skill areas: communication (such as reading), mathematics and science to achieve academic skills: interpersonal relation-ships, citizenship, safety/health/hygiene, and leisure time skills (such as music and physical edu-cation) to achieve social skills; and vocational training, job tasks, and home arts to achieve vo-cational skills. The vocational component for students 15 to 21 years of age is presented in the same format though science and leisure time skills are omitted. The work study program is described in terms of objectives (such ticipation in a productive way of life), eligibility, school responsibilities, community canvassing, and task analyses of work stations such as the library aide. Illustrations show skill components for occupational areas of homemaking, housekeeping, food services building trades, auto skills, and garden/nursery work. Included are attachments such as child labor provisions. Given in the appendix are items such as a bilingual/bicultural model and a bibliography of ap-proximately 300 instructional materials and proximately sources. (MC)

ED 087 167 EC 061 203 Kelley, Clare A

Suggested Outline for Auditory Perception Train-Florida State Dept. of Education, Tallahassee.

Education for Exceptional Children Section Pub Date 15 Oct 71 Note-54p.; Paper ote-54p.; Paper presented at Northwest Florida Speech and Hearing Meeting (Quincy,

October 15, 1971) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Tests, *Auditory Training,
*Exceptional Child Education, Individual Activities, Kindergarten, *Language Handicapped,
Learning Disabilities, *Primary Grades, *Screening Tests, Speech Handicapped, Speech Therapy

Presented are suggestions for speech therapists to use in auditory perception training and screening of language handicapped children in kindergarten through grade 3. Directions are given dergates introggram, which is based on games. Each component is presented in terms of purpose, materials, a description of the game, and directions for increase of difficulty or complexity. Presentation is in the following sequence: attending to sound through awareness of silence versus sound, awareness of surrounding sounds, and concept building; localizing sound in all geomet-ric coordinates and through interrelationships of

distance and direction; identifying and dis-criminating nonspeech sounds through increased attention span and more complex receptions; increasing auditory memory through temporal order sequencing, increased processing of an oral message, and development of figure-ground skills; and focusing on sound as a response through development of correct and spontaneous language flow, internalization of sentence plans (through play experiences and pictures), and or-ganization and formalization. Given for kin-(unrougn play experiences and pictures), and organization and formalization. Given for kindergarten through grade 3 are auditory discrimination, auditory memory, and auditory figure-ground screening procedures. An example of a game used in identification of nonspeech sounds is the progressive moving of a toy animal on a board (like a checkerboard) each time the child imitates the animal's sound correctly. (MC)

ED 087 168 EC 061 204

Makolin, Jewel H. And Others

Early Intervention to Prevent Learning Problems. Project Report 1971-72.

Project Report 1971-72.
Carroll County Public Schools, Westminster, Md.
Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington, D.C.; Maryland State Dept. of Education,
Baltimore. Div. of Compensatory, Urban, and
Supplementary Programs.
Pub Date Dec 72
Note—3007

Note-300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum Guides, Exceptional Child Education, *Exceptional Child Research, *Identification, *Intervention, Kindergarten, *Learning Disabilities, Prevention, *Program Descriptions, Program Effectiveness

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Twenty kindergarten children, identified as being at high risk for future learning disabilities (LD) were matched with a control group on the basis of age, sex, IQ, and cognitive scores and were provided with a highly structured sequential curriculum aimed at remediating deficits identified in the screening process. Among skills evaluated by the screening battery were pi cture memory, digit memory, sentence memory, letter naming, and intelligence. Also stressed in the experimental treatment were a warm emotional classroom climate, use of teacher strategies specifically for children with learning problems, continual evaluation and planning, and parent involvement. Unexpected findings included the identification of an equal number of girls and boys as potential academic risks, a high correlation between the Slingerland Test and the Primary Mental Abilities Test, and the apparent greater importance of auditory distraction than vis traction in decreasing performance of LD children. Differences between experimental and control groups on posttests were not statistically sig-nificant but were higher for the experimental group in all but one case. It was planned that the achievement of the groups would be followed up through the primary grades. (The major portion of the document consists of appendixes which detail the screening instrument; list evaluation forms, task boxes, teacher made materials, and instructional materials; and provide the complete curriculum guide used in the program.) (DB)

ED 087 169 EC 061 205

Borinsky, Mark E.
Provision of Instruction to Handicapped Pupils in
Local Public Schools, Spring 1970. National Center for Educational Statistics (D-

HEW/OE), Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-74-11114 Report No-

Pub Date 73 Note-24p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Publication Number (OE) 74-11114, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Exceptional Child Research, *Handicapped Children, Incidence, *Public Schools, *Statistical

Data
Presented are statistics (spring, 1970) on the provision of instruction to handicapped pupils in 2,000 schools selected as representative of US public schools on the basis of school level, school location, and enrollment size. Included are data

concerned with the following questions: What proportion of schools enrolled handicapped pu-pils? (from 85% of school enrolling speech im-paired pupils to 4% of schools enrolling blind pupils); How many schools provided specialized in-struction? (from 90% of schools enrolling blind students to 29% of schools enrolling crippled stustudents to 25% of senous enrolling crippies students); What proportion of handicapped pupils received special instruction? (from 88% of schools providing aid to all blind pupils to 22% of schools providing aid to all crippled pupils); In what ways was specialized instruction provided? (more elementary than secondary schools pro-vided special classes for most handicaps); How many schools provided only one of the modes of many schools provided only one of the modes of special instruction? (many schools provided only special classes for mentally retarded pupils); What proportion of handicapped pupils received instruction by each of the different modes of instruction? (53% of all mentally retarded pupils and 63% of all deaf pupils were in special classes). Tables present the complete statistics for each question by handicapping condition. Appended are information on general methodology, the questionnaire, and statistics on sampling reliability. (DB)

ED 087 170

EC 061 206

Accountability Study of the Program for Trainable Mentally Retarded Children and Youth, Summary Evaluation Report 1971-72.

Duval County School Board, Jacksonville, Fla.:
Institute for the Development of Educational

Auditing, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 73

Note-22p.; For related information see EC 052341

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Educa-tional Accountability, *Exceptional Child Research, Mentally Handicapped, *Program Evaluation, *Trainable Mentally Handicapped Identifiers—Elementary Secondary Education Act Title IV B, ESEA Title IV B

Summarized are evaluation activities results for the first year of an accountability study for trainable mentally retarded (TMR) children and youth carried out by the Duval County School Board of Jacksonville, Florida. It is explained that the evaluation design included the construction and implementation of criterion measures, statistical analysis of resulting data, development of a management information system, and development of a suitable cost-benefit model. It is reported that tests (administered three times during the school year) dealt with 398 formulated objectives in three dealt with 398 formulated objectives in three areas (social adequacy, language, vocational readiness) at six levels (from Primary I to pre occupational). Provided are statistics on percentages of pupils by sex and race, IQ levels of pupils, and attendance of pupils. Findings indicate that language objectives were generally the most difficult for pupils to master; that Primary I objectives had the highest achievement rates; that low correlations were found with pupil achievement correlations were found with pupil achievement of objectives and school, sex, race, physical disabilities, enrollment, attendance, and teacher; and that strong correlations existed between total score and year within level, and between total score and most recent IQ. Overall results of the cost-effectiveness analysis are said to have shown an average cost of \$96 per objective achieved per student. Recommendations included the con-

ED 087 171 EC 061 207 Nature Trails, Braille Trails, Foot Paths, Fragrance Gardens, Touch Museums for the Blind; Policy Statement.

tinued development of the accountability model and its application to other TMR programs. (DB)

American Foundation for the Blind, New York,

Pub Date 18 Jul 72

Note-2p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, *Exceptional Child Services, *Normalization (Handicapped), *Outdoor Edu-cation, *Public Policy, Recreation, Visually Handicapped

Identifiers-*American Foundation for the Blind The policy statement by the American Founda-on for the Blind deals with nature trails, braille trails, foot paths, fragrance gardens, and touch museums for the blind. It is stated that the foun-

dation approves of services such as provision of tape recorded guides and planting of fragrant shrubs which would benefit all users while recognizing special needs of blind or visually impair persons. Additionally, it is stated that the foundapersons. Auditionally, it is stated that the founda-tion disapproves of any activities such as special trails for the blind which perpetuate misconcep-tions and stereotyped thinking and tend to set blind people apart from the rest of the communi-ty. (DB)

ED 087 172 EC 061 208 Discrimination Against Minority Groups; Policy Statement.

American Foundation for the Blind, New York,

Pub Date Oct 68

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Blind, *Discriminatory Attitudes (Social), *Exceptional Child Services, *Public

Policy, Visually Handicapped Identifiers—*American Foundation for the Blind

The policy statement of the American Founda-tion for the Blind deals with discrimination against minority groups. It is stated that the foun-dation is opposed to the practice of providing ser-vices on a segregated basis, that any activity conducted by the foundation will not be held at a lo-cation where all persons cannot be fully accommodated without discrimination, that recipients of foundation stipends will be selected solely on merit and need, and that selection of persons for employment by the foundation is based solely upon job qualifications of applicants. (DB)

ED 087 173 EC 061 209 Specialized and General Agencies Serving Bli and Otherwise Visually Impaired Persons; P icy Statement.

American Foundation for the Blind, New York,

Pub Date Dec 69

Note-4p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, *Blind, Community Services, *Exceptional Child Services, *Public Policy, Visually Handicapped Identifiers—*American Foundation for the Blind

The policy statement of the American Founda-tion for the Blind deals with specialized and general agencies serving blind and otherwise visually impaired persons. Noted is a recent trend toward amalgamating programs for various han-dicapped groups under single "umbrella" type agencies in the interest of economy, efficiency, and psychological benefits to clients. It is stated that agencies for the blind serve a unique profes-sional function offering personal adjustment services, mobility and orientation training, and voca-tional counseling; that services for blind people should be combined within a single multiservice agency for the blind; that no evidence exists to support the value of providing specialized ser-vices for the blind within generalized settings; and that public and private agencies need to engage in joint planning and interactions so that duplica-tion of services or inadequate services do not occur. (DB)

ED 087 174 Services for Children and Adults Who Have Physical or Mental Handicaps in Addition to

Visual Loss; Policy Statement.

American Foundation for the Blind, New York,

Pub Date Oct 68

Note—3p.
EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price M-30.65 HC-35.29
Descriptors—Community Services, *Exceptional
Child Services, *Multiply Handicapped, Normalization (Handicapped), *Public Policy,
*Visually Handicapped
Identifiers—*American Foundation for the Blind

The policy statement by the American Foundation for the Blind deals with services for children and adults who have physical or mental han-dicaps in addition to visual loss. Noted are difdicaps in addition to visual ioss. Noted are dif-ficulties in providing appropriate services to the multiply handicapped. It is stated that optimum independence should be the goal of services for the multiply handicapped; that comprehensive services should include medical, social, educa-tional, and vocational assistance; and that schools and agencies across the country should cooperate in equidities adocuted dispersite and trestment in providing adequate diagnostic and treatment services for the multiply handicapped. (DB)

EC 061 211 Relatives' Responsibility; Policy Statement. American Foundation for the Blind, New York, Pub Date Oct 68

Note-2p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Blind, *Exceptional Child Services, *Legal Responsibility, Legislation, National Organizations, Partially Sighted, Public Policy, *Visually Handicapped, *Welfare Services Identifiers—*American Foundation for the Blind

Presented by the American Foundation for the Blind (AFB) are background information and a policy statement on responsibility laws pertaining to relatives of applicants for public assistance. The laws are said to date to the Elizabethan Poor Laws, to vary state to state, and to mandate eligibility for public assistance on requirements of re-sidence, family inability to support the applicant, and proven unemployability of the applicant. Given are seven arguments proponents use such as public care is not the sole responsibility of the state. Seven arguments of proponents are given such as the government has primary responsibility for the relief of poverty. The stated AFB policy recognizes the responsibility of government to alleviate poverty, opposes any form of discrimina-tion in the distribution of federal funds, and, thus, proposes elimination of laws invoking relatives responsibility as a prerequisite to receipt of public assistance by all persons including the blind and otherwise visually impaired. (MC)

ED 087 176 EC 061 212 Housing; Policy Statement. American Foundation for the Blind, New York,

Pub Date Oct 68

Pub Date Oct on Note—3p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Blind, *Exceptional Child Services, *Housing, National Organizations, Normaliza-tion (Handicapped), Partially Sighted, *Public ton (Handicapped), Partially Sighted, *Public Policy, Residential Programs. *Visually Handicapped Identifiers—*American Foundation for the Bli

Presented by the American Foundation for the Blind (AFB) are background information and policy statements on community housing, use of rehabilitation centers, housing for children, and housing for aged persons who are visually handicapped. Because of society's adherence to the concept of the single family home it is maintained that institutional housing should be considered appropriate only for reasons such as individual in-ability to exercise freedom of choice for indepen-dent living. The AFB housing policies are described to be based on the proposition that blindness alone is no cause for separation of individuals from the rest of society. Specified are integrated facilities in community housing, temporary residential facilities for rehabilitation, ef-forts to maintain visually handicapped children in the home or special schools near the home, and provision for special services for blind aged persons living in residential facilities under government or voluntary auspices. (MC)

ED 087 177 EC 061 213 Employment of Blind and Otherwise Visually Impaired Persons; Policy Statement.

American Foundation for the Blind, New York,

Pub Date Nov 69

Note—3p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blind, Discriminatory Attitudes (Social), *Employment, Employment Trends, *Exceptional Child Services, Historical Reviews, Partially Sighted, *Public Policy, Universities, *Visually Handicapped Identifiers—*American Foundation for the Blind

Presented by the American Foundation for the Blind (AFB) are background information and a policy statement on the employment of blind and otherwise visually impaired persons. Briefly traced are the former graditional employment of blind persons in sheltered facilities and in occu-pations such as piano tuning; the emergence of the blind as an effective labor force during World War II; and subsequent enlargement of employwar II; and subsequent enlargement of employ-ment opportunities (largely resulting from veterans' blindness) through governmental action such as the 1954 Vocational Rehabilitation Act. The stated AFB policy recognizes the progress made in empolyment opportunities and proposes

that institutions of higher learning and other training facilities offer the visually handicapped the same opportunities offered other students for learning, preparing for a career and meeting per-formance standards. In addition, the statement formance standards. In addition, the statement maintains that any attempt by statute, regulation, or practice to bar a visually handicapped person from employment due to visual loss is arbitrary, discriminating, and inharmonious with the current social concept of equal opportunity. (MC)

ED 087 178 EC 061 214 Early Childhood Education; Policy Statement.

American Foundation for the Blind, New York,

Pub Date Mar 71

Note-3p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blind, Community Services, *Early Childhood Education, Environmental Influences, *Exceptional Child Services, Historical Reviews, Interdisciplinary Approach, Na-tional Organizations, Parent Education, *Public Policy, *Visually Handicapped Identifiers—*American Foundation for the Blind

Provided by the American Foundation for the Blind are a background history and a policy state-ment on the early childhood education of blind or severely visually impaired children. Briefly reviewed is the prior trend of institutionalization for children with severe visual handicaps, subsequent development of organizations such as the Children's Bureau which have provided parents with social and educational services, and current trends which emphasize the importance of total development in early childhood. Described in the AFB policy statement is the necessity for early stimulation and learning opportunities; early detection of the degree of impairment; a home environment that involves parental education, counseling, and use of specific stimulation techniques; evaluations by qualified professionals on a team basis; a variety of programs to serve specific visual handicaps; and coordinated community services. (MC)

ED 087 179 EC 061 215

Consumer Participation; Policy Statement.

American Foundation for the Blind, New York,

Pub Date 19 Jul 72

Note-3p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, *Blind, Community Services, *Consumer Education, *Exceptional Child Services, *National Organizations, *Policy, Visually Handicapped Identifiers—American Foundation for the Blind

Presented by the American Foundation for the Blind are background information and a policy statement on consumer participation in the area of services for the blind. Noted is past significant leadership blind persons have manifested in sur-mounting physical, social, and economic problems. Considered are ways to make known the consumer's point of view, such as participating in the network of community services by serv-ing on the board of an agency for the blind. The policy statement holds that implementation of consumer participation is essential to the field of work for the blind, and that involvement of users in an agency's planning can increase effectiveness in developing, and delivering services. (MC)

ED 087 180 EC 061 219

Mather, June

Make the Most of Your Baby.
National Association for Retarded Citizens, Arlington, Tex.

Agency-Civitan International, Bir-Spons Agency mingham, Ala Pub Date Jan 74

Note-22p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Rearing, *Exceptional Child Education, Individual Activities, Infancy, *Mentally Handicapped, *Parents, *Play, Identifiers

Written for parents by the mother of two mentally retarded children, the booklet explains what it means to be mentally retarded and emphasizes the importance of play to aid speech develop ment and walking. Parents are advised to set realistic goals and to encourage the child in learning social skills. Mental retardation is described in relation to slower than average development, parental awareness of developmental sequences, and during teaching of skills. Noted is the importance of a mother's understanding that she is constantly teaching when she plays with her child. Directions are given for stimulation of the infant's reactions and for teaching early speech patterns. Suggested for eventual walking are activities such as providing stimulating objects to strengthen eye muscles, playing games like "This Little Pig Went to Marand handling the child in ways that teach him about himself and help him lose fears. (MC)

EC 061 220 Recreation Handbook for State and Local Unit Recreation Committees.

National Association for Retarded Citizens, Arlington, Tex.

Pub Date Oct 73 Note-60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Exceptional Child Education, Films, Education, *Guidelines, Instructional Materials, *Mentally Handicapped, Physical Education, Program Development, Recreational Facilities, *Recreational Programs, Resource Guides

The recreation handbook provides broad guidelines and lists sources of information for state and local units of the National Association for Retarded Citizens (NARC) to develop recrea-tional programs throughout the nation. Described importance of recreation for reasons such as developing good habits of physical fitness, sur-vey results indicating that few community recreational programs include mentally retarded children, and the role played by the parent-volunteer movement seen in action techniques of NARC. Guidelines given for state and local ARC units include committee formation and action steps such as obtaining names of key state agencies. The goal for all action steps is said to be full recrea-tional opportunities for all mentally retarded persons regardless of age or functioning level. Given with descriptions and sources is a listing of approximately 140 books, films, or sources of information on recreation; camping; swimming; outdoor recreation, parks, and playgrounds; physical education, fitness, and sports; arts and crafts; toys, games, and equipment; and music activities. Included in appendixes are the NARC resolution on inclusion of mentally retarded persons in federally funded recreation projects, standards and specifications concerning barrier free facili-ties; federal governmental offices to contact for funding information, and listings of regional Bu-reau of Outdoor Recreation offices and organizaorganizations that give assistance or referral. (MC)

ED 087 182

EC 061 221

Patterson, Gene, Ed. Byrne, Richard, Ed.
The Right to Choose: Achieving Residential Alternatives in the Community.
National Association for Retarded Citizens,

Arlington, Tex.
Spons Agency—General Federation of Women's
Clubs, Washington, D.C.
Pub Date Oct 73

Note-83p.

Available from—National Association for Re-tarded Citizens, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011 (\$1.25) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-50.65 HC-53.257
Descriptors—Administration, Community
Cooperation, Community Services, *Exceptional Child Services, *Guidelines, Individual Characteristics, *Mentally Handicapped, Normalization (Handicapped), Program Development Program Service Evolution, Program Development Program Planning ment, Program Evaluation, Program Planning, *Residential Programs

Identifiers-*Delivery Systems Identifiers—*Delivery Systems
The handbook gives guidelines for the development, operation, and evaluation of a community based system of residential facilities for mentally tetarded (MR) persons. Directions are given which explain the step-by-step procedure for planning in any community. The idea of a residential service delivery system is described in terms of small unithomes, basic principles, and terms of small unit-homes, basic principles, and program flexibility to aid development of MR persons in the mainstream of the community. Specified are procedures for collecting information on individual needs before planning group homes such as child or vocational development homes, and residences for the elderly. Getting started is said to involve activities such as defining the problem, making a survey, planning a

budget, and presenting a solution to the problem. Noted is the need for help from groups such as local social and governmental agencies, and trade unions. Suggested for laying the groundwork to move bureaucracies are public education strategies such as targeting the audience and using the most direct communication medium. Guidelines for getting what is needed cover legislation, financial support, and restrictive codes. Included among aspects of service administration are development of a coordination mechanism, an sis of in-home activities, and provision for volun-teers in each facility. Considered for operating the program are procedures for resident selection and education, and staff education. The evalua-tion process is said to include establishment of criteria and responsibility for regular monitoring of services. (Included in appendixes are a community services checklist and sample planning budgets for community families of varying numbers.) (MC)

ED 087 183 EC 061 222 Finding Kids with Special Needs: the Background, Development, Field Test and Validation.

Resource Management Systems, Inc., Carmel, Calif

Pub Date [74]

Note-32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Exceptional Child Research, Gifted, Identification, *Learning Dis-abilities, *Screening Tests, Teacher Role, *Test Construction, *Test Validity

Identifiers—Finding Kids with Special Needs
Described are the development of "Findings Kids with Special Needs" (FKSN), a instrument to identify children's learning problems and gifted students; results of field testing with 24,825 children, kindergarten through grade 8, in 110 schools; and validation procedures. Discussed is test construction, including incorporation of 12 criteria such as low use of teacher time, and 39 vignettes (developed by 19 special educators) which describe 18 subcategories of need that can be grouped into the 10 major handicapping areas. The following is an example of a vignette: can read material which is about five grade levels above her class, however, her handwriting is poor and she is about average-to-above in most other subjects". Results of field testing in five midwestern states are given to show that 6,448 children had one or more areas of special need, that there were a total of 10,351 combined special needs (9% were severe), and that 993 teachers spent a minimum of 25 and a maximum of 55 minutes per class checking vignettes against ob-served student behaviors. School personnel requests for confidentiality are said to have been honored in computer assisted development of a student profile, building profile, and a master list of students for local school use. Discussed are results of validation procedures such as studies involving 24 special school children and 2,151 regular class children which show that the FKSN accurately identifies school children with learning problems. The FKSN is recommended to fill the gap between children already referred and children in need of special services, and to free spe-cial education stuff from psychometric duties for more support to regular class teachers. (MC)

ED 087 184 EC 061 223

Fay, Warren H.
Occurrence of Children's Echoic Responses According to Interlocutory Question Types. Pub Date [74]

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—*Early Childhood, *Echolalia, Emotionally Disturbed, *Exceptional Child Research, Language Handicapped, *Questioning Techniques, *Verbal Ability Dialogues with 22 echoic 3-year-old children

were analyzed according to question type to determine whether some questions are more likely than others to trigger echoic responses. The children were asked to identify and manipulate toy objects such as a car, to identify a group of familiar objects such as a key or scissors, and to respond to questions concerning body parts, food, respond to questions concerning body parts, lood, family, pets, and daily activities. A total of 1.509 questions were asked, with an average of 69 questions per child. Eighty-two percent of the questions asked fell into yes/no, nominal, and locative categories. Results showed that the pooled echo rate for locative probes was nearly twice as great (57.9%) as the performance on the yes/no (32.4%) and the nominal (31.1%) probes. The findings indicated that a verbally handicapped child would be more likely to echo as response demands increased, that the children might not have the developmental ability to deal with Wh word forms, and that the presence of an object might be associated with increased echo output in the locative and nominal categories. Posttesting with the same protocol 1 year later showed an echoic rate of 6.1% for the 22 children. (Author/MC)

EC 061 224 A Study of Secondary Educable Programs in Alabama. Jacksonville State Univ., Ala.

Pub Date [74]

Note-24p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*Educable Mentally Handicapped, Employment, *Exceptional Child Research, In-terviews, Mentally Handicapped, *Program Ef-fectiveness, Program Evaluation, *Secondary School Students, Special Classes, Success Fac-tors, Surveys, Vocational Education Identifiers—*Alabama

Selected student variables that are indicators of a successful secondary program for the educable mentally retarded were compared and evaluated on the basis of descriptive data for 4,425 students in the 233 classes in Alabama and interviews with 30 former students. Results from a questionnaire sent to high schools revealed data such as the following for the independent variables: 53% of the classes were from rural areas, 53% of the students were black, 68% of the students were male, and 70% of the incoming teachers (1971 through 1973) held only the bachelor degree. Data for 258 students from 19 classes on independent variables (such as academic achievement) and variations (such as academic acmievement) and dependent variables (such as age, sex, and race) indicated the following results: females scored significantly higher than males in spelling and reading, males scored significantly higher than females in self concept and social adjustment, white students are considerable that the second significantly higher than the second significantly below the second second social adjustment, whith second se white students were significantly higher than black in reading (no other significant differences on race were found), and age was not a signifi-cant factor. Some of the results from interviews with 23 male and seven female former students (FS) indicated that 15 FS were successes (based (FS) indicated that 15 FS were successes (based on criteria for employment, owning or renting a home, and no arrests), that 20 FS were employed, that eight FS were renting or buying a home, that six FS were married, and that few FS had received vocational training. The study had implications for local school administrators and teacher training programs that resulted in 16 recommendations such as providing on-the-job training programs with the vocational rehabilitation counselor playing a larger role than in the past, and evaluating reasons such as conflict authority figures and racial strife for student withdrawal before graduation. (MC)

ED 087 186 EC 061 288

Lewis, H. Michael

Opening Windows Onto the Future: Theory of the Governor's School of North Carolina.

Governor's School of North Carolina. Winston-

Spons Agency—North Carolina State Board of Education, Raleigh. Pub Date [74]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Cognitive Development,
Concept Formation, Creative Ability, *Curriculum, *Exceptional Child Education, *Gifted,
High Achievers, Psychology, Social Adjustment, Summer Programs, *Theories
Identifiers—*Governors School of North Carolina
Presented is the curriculum theory desired for

dentitiers.—"Governors School of North Carolina Presented is the curriculum theory designed for 400 gifted boys and girls, from rising junior and senior classes in high school, who attend the 8-week summer Governor's School (GS) of North week summer Governor's School (GS) of North Carolina. The main aim of the GS is given to be inspiring and guiding future leaders by providing opportunities for special aptitude, general con-ceptual, and personal/social development. The curriculum theory is said to challenge gifted stu-dents' theoretical ability with up-to-date theories in various fields of arts and sciences. It is maintained that theory rather than facts helps students cope with world views on the new physical universe of space-time and fluent process, new

depth psychology concerning human behavior, and new moral and theological doctrines concerning man in the universe. Differential and learning characteristics of the gifted are reviewed to indicate the GS's rationale for centering on "conceptual intelligence". Examined in detail is an abstractive model of the mind which requires progressive inward movement from the concrete progressive inward inovenient from the concrete through stages of inspection (sensory), percep-tion, imagination, and intellection to the undif-ferentiated continuum (unconscious or precon-scious level) where the creative process occurs, and active to the concrete carried pith interments. and return to the concrete armed with interpretative theory. Reference is made to the concept of withdrawal and return of A. Toynbee. Area II for general conceptual development is seen to in-clude reorganization of the logical structure of thought and avoidance of old types of language for interpreting reality. Area III is said to focus on teaching students the mechanisms of creativity on teaching students the mechanisms of creativity and anxiety through use of the ... nodel. (Included is a streamlined illustration of a lesson in 20th century music showing in dialog form how the teacher leads students through deeper levels of thought to the abstract.) (MC)

Stedman, Donald J. And Others
How Can Effective Early Intervention Program
be Delivered to Potentially Retarded Children? Pub Date Oct 72 153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Early Childhood, *Exceptional Child Research, Federal Government, Govern-ment Role, *Intervention, *Mentally Han-dicapped, Prevention, *Program Evaluation,

-*Delivery Systems

Reported are findings based on reviews of 40 longitudinal/intervention research projects, findings from a survey of 14 leading authorities in intervention research, and a proposal for develop-ing a federal mechanism to translate intervention research projects into educational service programs for preschool children at risk of mental retardation. Findings from the research project review are given to indicate that intervention program participation yields positive results, and that the value varies according to characteristics of the program, of the child, and of the child's famisocial setting. Results from the survey of authorities are discussed in relation to home-verauthorities are discussed in relation to home-ver-sus center-based programs, parents, staff con-siderations, program evaluation, research gaps, criteria for excellent programs, and issues con-cerning the federal role in research and program development. Proposed for federal effort to move successful program components into service is the system for educational research futures (SERF), a mechanism which combines a public-private partnership approach to product export, an in-centive plan for federal agencies to identify promising programs, and a systematic surveillance and technical assistance activity to assure export and to assist potential consumers in export strategies. Included in appendixes are tables giving project information such as target population, program and evaluation characteristics, and gram and evaluation characteristics, and dis-semination readiness: a review of the Milwaukee Project (R. Heber), said to be well designed and innovative; and a list of over 400 publications on research projects or areas pertaining to early childhood. (MC)

Me and My Environment, Unit IV: Transfer and Cycling of Materials in My Environment, Experimental Edition 1973-74.

Biological Sciences Curriculum Study, Boulder,

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-710p.; This document contains 355 leaves, all of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames; For related information see EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 061291, EC 061292 and EC 061293 EDRS Price MF-\$0.65 HC-\$26.32

Descriptors-Adolescents, Behavioral Objectives, escriptors—Adolescents, Benavioral Objectives, Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environ-mental Influences, *Exceptional Child Educa-tion, Inquiry Training, Instructional Materials, Mentally Handicapped, Sciences

The experimental 1973-74 edition of Unit IV consists of 28 life science curriculum activities for 13- to 16-year-old educable mentally handicapped children. The role of the teacher in continuing field trials is noted and environmental themes and elements, inquiry skills, problem solv-ing skills, and applicational behaviors and at-titudes are stressed. Directions for using the stutitudes are stressed. Directions for using the sti-dent records-of-progress and tallysheets are pro-vided for the teachers. The three cores of activi-ties are preceded by suggestions of general aims (e.g., student development of a success syndrome and development of some control over the enand aevelopment of some control over the en-vironment), specific goals, objectives, and a planning guide listing materials needed for each activity. Titles for core A, which contains seven activities on energy and material transfer, in-clude: (1) Making Compost; (2) The Food Chain Game Revisited; and (3) Food Webs in My Com-munity. Titles of some of the activities in Core B-Decomposers in My Environment—are: (1) Starting to Round Up the Food Chain; (2) Talking Rot; (3) Planting in Compost; and (4) A Real Gas. Among the nine activity titles for Core C— Garbage and My Environment-are: (1) Class-room Trash; (2) Every Litter Bit Helps; and (3) The Recycling Pay Off. Activities are organized in terms of materials, teaching strategies, and anticipated student behaviors. An evaluation/feedback form accompanies each activity. (MC/SM)

ED 087 189 Me and My Environment, Unit V: Air and Water in My Environment, Experimental Edition 1973-74.

Biological Sciences Curriculum Study, Boulder,

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73 Note-1,044p.: This document contains 522 leaves, all of which are 11 inches wide by

inches high and require two microfiche frames; For related information see EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 051290, EC 061292 and EC 061293 EDRS Price MF-50.65 HC-\$36.19 Descriptors-Adolescents, Behavioral Objectives,

Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environ-mental Influences, *Exceptional Child Education, Inquiry Training, Instructional Materials, Mentally Handicapped, Problem Solving, The experimental 1973-74 edition of Unit V

consists of 35 life science curriculum activities in-tended for 13- to 16-year-old educable mentally handicapped adolescents. The role of the teacher in continuing field trials is noted and environmen-tal themes and elements, inquiry skills, problem solving skills, and applicational behaviors and at-titudes are stressed. Directions for using the student records-or-progress and tallysheets are pro-vided for the teachers. The seven cores of activi-ties are preceded by suggestions of general aims (e.g., student development of a success syndrome and development of some control over the enand development or some control over the en-vironment), specific goals, objectives and a planning guide listing materials needed for each activity. Cores A through D-which focus on needs, sources, processes and management as-sociated with water-contain 21 activities with titles such as (1) Living Things Are Mostly Water; (2) A Trip to the Water Plant; and (3) Microbes in Water. Titles for the 14 activities contained in cores E through G--on components, change agents and additives in air-include: (2) Testing for Carbon Dioxide and Oxygen; (2) Weather and Air; and (3) Do We Need a Filter On Our Town? Activities are organized in terms of materials, teaching strategies, and anticipated student behavior. An evaluation/feedback form ac-companies each activity. (MC/SM)

Steele, Joe M.
Me and My Environment Formative Evaluation
Report 1. Arranging Field Tests: Characteristics
of Sites and Students.

ogical Sciences Curriculum Study, Boulder,

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jun 73

Grant-OEG-0-9-152075-3720(032)

Note-31p.; For related information see EC050871, EC050872, EC050873, EC050874,

FC050875. EC061290. EC061291. and

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Biology, *Curriculum Evaluation, *Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Education, *Field Studies, Instructional Materials, Mentally Handicapped, Sciences, Statistical Data, Teacher Selection

The first in a series of evaluation reports gives characteristics of sites and approximately 500 stu-dents in field tests of Me and My Environment, a adents in held tests of we and My Environment, a 3-year life science curriculum for 13- to 16-year-old educable mentally handicapped (EMH) adolescents. Described are the field test design, which involves 14 data gathering approaches, and the timetable (1971 through 1975) for development registers and commercial publication of the ment, revision, and commercial publication of the six units. The purposes of the initial field trials are given to be (1) testing to ascertain student success on each activity, (2) observing implementation problems and/or teacher approaches that enhance program effectiveness, (3) obtaining data on students' abilities and progress, and (4) serving as a laboratory for later curriculum development. Major questions examined are whether students can perform the cognitive tasks, how the activities work, how materials are used by teachers and students, and what student changes occur in areas such as task attention. Discussed are the selection of 10 state sites and criteria for selection of 14 teachers for field test 1 (near end of year 2); and selection of 21 teachers for 14 state sites for field test 2. Given for field test 1 are student characteristics: three of every five students is male; 75% of the sample is in the 12- to 14-year-old range; and one third of the sample consists of black or chicano students. There were more students in all age ranges and more representative minorities in field test 2. Major findings discussed are that outdated tests are the basis for placement of EMH students, and that 46 of 50 students aspire to finish high school. Included are 22 teacher-written vignettes of students. (MC)

Steele, Joe M.
Me and My Environment Formative Evaluation
Report 2. Assessing Student Abilities and Performance: Year 1.

Biological Sciences Curriculum Study, Boulder,

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Dec 73

Grant-OEG-0-9-152075-3720(032)

Note-51p.; For related information see EC 050871, EC 050872, EC 050873, EC 050874, EC 050875, EC 061290, EC 061291, and EC 061292

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Adolescents, Biology, *Curriculum Evaluation, *Educable Mentally Handicapped, *Environ-mental Influences, *Exceptional Child Education, *Field Studies, Instructional Materials, Mentally Handicapped, Rating Scales, Sciences, Statistical Data, Test Interpretation

Presented is the second in a series of formative evaluation reports which summarizes student abilities and performance in field tests of Me and My Environment, a 3-year life science curriculum for 13- to 16-year-old educable mentally handicapped (EMH) adolescents. Discussed are the purpose and interpretation of student data for judging a curriculum. Described in relation to development of test items for the first field test year are aspects such as item format analysis. Functional abilities of students are considered in relation to intelligence and achievement tests, teacher rating of students, problem solving, cognitive development, grouping, and prerequisite knowledge. Explained are differences in per-formance seen in results of regression analysis and differences in performance among classes Student performance is analyzed for the directionality and map reading, measurement and scale, temperature, and environmental subtests in Unit 1; and for the energy, food chains and webs, food energy, weight and temperature, graphing, and categorizing subtests in unit II. Results are given which show that performance on 25 items in Unit I was not as high as expected, that students in one fourth of the classes showed marked gains on posttests, that one third of students in

nine classes were successful on at least one subtest, and that performance on 19 items in Unit II was moderate (one third of students in six classes performed successfully on at least one subtest). Considerable revision of both units is foreseen. Also, findings are given to indicate that individual intelligence tests explain little of the variance in student performance, whereas problem solving and teacher rating do explain the variance. (MC)

FL

ED 087 192 FL 004 240 Lac du Bois (Lake of the Woods); Level III.

Concordia Coll., Moorhead, Minn. Pub Date [74]

Note-21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Athletics, Camping, *Conversa-tional Language Courses, *French, Language Development, Language Instruction, Language Programs, Modern Language Curriculum, Music, Oral Communication, *Outdoor Education, Recreational Activities, *Second Language Learning, Second Languages, Summer Programs, *Taythooks rograms, *Textbooks

This textbook for third level French was designed for use at a summer language camp. Its various selections of narratives, conversations, and songs are meant to serve as a springboard to direct classroom conversation. Among the topics discussed are camping, vacations, sports, music, nature, and French singers. (SK)

ED 087 193

FL 004 306

Arendt, Jermaine D. Where from Here?

Cornell Coll., Mount Vernon, Iowa.; Iowa Univ., Iowa City. Div. of Extension and Services.

Pub Date Ápr 73 Note—7p.; Paper presented at the Iowa Foreign

Language Teacher's Workshop, Iowa City, March 9, 1973

Journal Cit—lowa Foreign Language Bulletin; v15 n3 p7-13 Apr 1973 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Trends, Employment Opportunities, Enrollment Trends, Language Enrollment, *Language Instruction, *Language Programs, *Modern Languages, Public Relations, Second Language Learning, Teacher Education, *Teaching Methods

The status of foreign language instruction in American education is the focus of the introductory remarks in this paper. The role of the American Council on the Teaching of Foreign Languages; current enrollment trends in language guages, current emoniment tends in teaching methods, teacher education, and the job market are briefly examined. A prognosis of concerns of the language teaching profession includes discussion of needs and trends in (1) the declining population (2) federal aid, (3) new scheduling patterns, (4) budget cuts, (5) the "new student," (6) minicourses and individualization, (7) articulation, (8) foreign languages and human relations, (9) goals, (10) careers, (11) public relations, and (12) the national scene. (RL)

ED 087 194 FL 004 307

Oates, Michael D.

Can American Students Get Excited about Foreign

Language Study? Cornell Coll., Mount Vernon, Iowa.; Iowa Univ., Iowa City. Div. of Extension and Services

Pub Date Apr 73

Note—5p.; Paper presented at the Iowa Foreign Language Teacher's Workshop, Iowa City, March 9, 1973

Journal Cit—Iowa Foreign Language Bulletin; v15 n3 p14-18 Apr 1973

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors-Enrollment Trends, *Language En-

rollment, Language Instruction, *Language Programs, Modern Languages, Peer Teaching. *Student Actitudes. *Student Motivation, *Teaching Methods

The decline in student enrollment in high school and college language programs is seen to be linked directly with student attitudes toward their classroom experiences in foreign language programs. Suggestions concerning teaching techniques for improving student motivation are discussed, and methods which involve the student personally as an active participant in the teaching and learning process are recommended. The ra-tionale and objectives of peer group teaching in the classroom are considered and cited as being particularly effective in involving the student in the language program. (RL)

ED 087 195

FL 004 390

Timiraos, Carmen R.

English as a Second Language Manual. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex. Spons Agency-Office of Education (DHEW),

Washington, D.C Pub Date Dec 70

Grant-OEG-2-7-005081-5081 Note-28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiolingual Skills, Bibliographies, Educational Strategual Skills, Bioliographies, Educational Strate-gies, Educational Theories, Education Courses, "English (Second Language), "Language In-struction, Language Patterns, Pronunciation In-struction, Reading Comprehension, Second Language Learning, "Teacher Education, Teacher Education, Teacher Guidance, *Teaching Guides, Teaching Techniques

This teacher's manual is part of an English as a Second Language Packet which aims to (1) demonstrate to participants the audiolingual approach to teaching language, (2) show participants the components of an audiolingual pro-gram, (3) convince participants of the effectiveness of the audiolingual method, (4) motivate participants to adapt the audio-lingual method to their own teaching, and (5) insure that participants will accept the philosophy and apply the techniques and processes of the audiolingual approach. The manual contains pre- and post-tests, sample drills, examples of pronunciation tests, sample reading comprehensions, a summary of Robert Lado's language teaching principles, a glossary of useful terms, and a bibliography. Other components of the total Package are five slide-tape presentations and a 16 mm film show-ing an ESL class in session. (HW)

ED 087 196 FL 004 398 Need to Improve Language Training Programs and Assignments for U.S. Government Person-

nel Overseas. Report to Congress. Comptroller General of the U.S., Washington,

Pub Date Jan 73

Note—123p.

Available from—U.S. General Accounting Office,
Room 6417, 441 G St., N.W., Washington,
D.C. 20548 (gratis)

D.C. 20548 (gratis)
EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—"Educational Needs, Educational
Opportunities, Employment Opportunities,
Federal Government, "Federal Programs,
Foreign Relations, Job Market, "Language Instruction, Manpower Development, Manpower
Needs, Manpower Utilization, "Overseas Employment, Personnel Needs, "Program
Development, Research and Development Centers, Training Objectives ters, Training Objectives
Identifiers—Defense Language Institute, Foreign
Service Institute, Peace Corps

This report discusses actions needed in the Into report uncusses actions necessed in the training and assignment of personnel to achieve adequate foreign language capability in the Federal government. Eight chapters relating to the U.S. Government's official policies involving language training programs and assignments for anguage training programs and assignments for government personnel overseas include: (1) development of foreign language training within the Government, (2) magnitude of foreign lan-guage training and related research with the Government, (3) insufficient language abilities of U.S. overseas representatives, (4) factors contributing to inadequate language capabilities, (5) State Department overseas language training programs and schools, (6) need for central management of command language training programs within the Department of Defense, (7) need for more systematic coordination of foreign language research and development, and (8) need for more systematic interagency coordination of foreign language training. (RL)

ED 087 197 FL 004 420

Reynolds, Sue And Others In the Rhythm of the World: Some Spanish and French Rhythms. Pub Date 72

ote—52p.; Report of a workshop for Mctropolitan Nashville Language Teachers held June 12-24, 1972, at George Peabody College for Teachers, Nashville, Tenn. Note-52p.:

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-S0.65 HC-S3.29
Descriptors—Creative Dramatics, *Cross Cultural Studies, Cultural Awareness, Cultural Context, Cultural Differences, Culture Conflict, *French, French Literature, Instructional Materials, Language Instruction, *Language Rhythm, Manual Communication, Nonverbal Communication, Potry, Role Playing, Second Language Learning, Sign Language, *Spanish, Control Contro

Communication, Poetry, Role Playing, Second Language Learning, Sign Language, "Spanish, Spanish Literature, "Teacher Workshops This material on French and Spanish "rhythms" is the result of a workshop on a transcultural approach in the teaching of foreign languages, It contains examples and discussions of poetry and songs from both languages, a series of short anecdotes pointing out cultural differences, mini-dramas or multi-action dramas for involving the students in a role playing activity that conthe students in a role playing activity that con-trasts two cultures, a section on nonverbal communication comparing the various gestures and sign language inherent in each culture, and sug-gestions for the presentation of literary passages in their cultural context. (HW)

FL 004 501

Barnard, Helen Advanced English Vocabulary, Workbook Two.

Pub Date 72
Note—365p.
Available from—Newbury House Publishers, 68
Middle Road, Rowley, Mass. 01969 (\$4.75)
Document Not Available from EDRS.
Descriptors—*Advanced Students, College
Preparation, *English (Second Language),
Form Classes (Languages), Language Instruction, Language Tests, Professional Education,
*Programed Materials, Reading Development,
*Second Language Learning, Semantics,
*Vocabulary Development, Vocabulary Skills,
Word Lists, Word Recognition, Word Study
Skills, Workbooks, Writing Exercises
This advanced English vocabulary course is intended for students who need the non-technical

tended for students who need the non-technical vocabulary which will enable them to read English textbooks and other material on professional subjects. The course consists of four workbooks which can be covered in three months of intensive study. They are mainly self-instructional. There are five subsections in each vocabulary unit: (1) word study, (2) dictation exercises, (3) vocabulary for the section, (4) reading passages, and (5) a short word-completion test. The course is based on a 2,000 word vocabulary called the "second thousand" and the "third thousand" word lists. For Workbook One of this series, see FL 004 502. (HW)

ED 087 199

FL 004 502

Barnard, Helen Advanced English Vocabulary, Workbook One. Pub Date 71

Note-177p

Note—177p.

Available from—Newbury House Publishers, 68

Middle Road, Rowley, Mass. 01969 (\$3.75)

Document Not Available from EDRS.

Descriptors—*Advanced Students, College

Preparation, *English (Second Language),

Form Classes (Languages), Language Instruction, Language Tests, Professional Education,

*Programed Materials, Reading Development,

*Second Language Learning, Semantics,

*Vocabulary Development, Vocabulary Skills,

Word Lists, Word Recognition, Word Study

Skills, Workbooks, Writing Exercises

This advanced English vocabulary course is intended for students who need the non-technical

tended for students who need the non-technical vocabulary which will enable them to read English textbooks and other material on professional subjects. The course consists of four workbooks subjects. The course consists of four workbooks which can be covered in three months of intensive study. They are mainly self-instructional. There are five subsections in each vocabulary unit: (1) word study, (2) dictation exercises, (3) vocabulary for the section, (4) reading passages, and (5) a short word-completion test. The course is based on a 2,000 word vocabulary called the "second thousand" and the "third thousand" word lists. For Workbook Two of this series, see FL 004 501. (HW)

ED 087 200 FL 004 512 Casagrande, Jean, Ed. Saciuk, Bohdan, Ed. Generative Studies in Romance Languages. Pub Date 72

Note-431p

Available from-Newbury House Publishers, Inc.,

Available from —Newbury House Pationshers, inc. 68 Middle Rd., Rowley, Mass. 01969 (\$9.95)

Document Not Available from EDRS.

Descriptors—Bibliographies, Books, Frenci

*Generative Grammar, *Grammar, Italian **Generative Grammar, **Grammar, **Lalian, Language Instruction, **Linguistics, Linguistic Theory, **Phonology, **Romance Languages, Sentence Structure, Spanish, Syntux, Transformation Theory (Language)

This book represents, in part, the written record of the "Linguistic Symposium of Romance Languages: Application of Generative Grammar to Their Description and Teaching," held at the University of Florida, Gainesville, in February 1971. The aim of the Symposium was to bring forth contributions in the description of Romanc languages, to draw attention to phenomena that might be of importance in the reevaluation of theoretical views, and to make available some in-sights into the nature of Romance languages which might be useful in the teaching of those languages. The book contains some 24 articles ianguages. The book contains some 24 articles concerning syntax, phonology, and the application of theory to pedagogy. Included is a bibliography of items which treat Romance languages from a generative point of view or discuss theoretical problems with most illustrations drawn from the Romance languages. (SK)

ED 087 201

FL 004 635

Mattina, Anthony
Colville Grammatical Structure. Working Papers in Linguistics, Volume 5, Number 4. Hawaii Univ., Honolulu. Dept. of Linguistics. Spons Agency—National Science Founda

Washington, D.C. Pub Date Apr 73

Note-168p.; Ph.D. Dissertation, University of Hawaii

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indian Languages, Con-sonants, Descriptive Linguistics, Distinctive Features, Form Classes (Languages), *Grammar, Language Patterns, *Morphology (Languages), Morphophonemics, Nominals, Phonology, Pronouns, *Salish, Sentence Structure, *Structural Analysis, Syllables, Syntax, Verbs, Vocabulary, Vowels

Identifiers—*Colville

This dissertation is a grammatical sketch of Colville, a Salishan language of eastern Washington. After an introductory chapter on language family, the phonology (consonants, stops, reso-nants, vowels) is outlined. The chapter on morphology discusses the basic intransitive nature of all roots and the production of transitive, middle, and intransitive bases. Further grammatical forms such as imperatives, reflexives, instrumen-tals, and developmentals are included. Syntactic patterns are outlined in the final chapter.

ED 087 202 FL 004 895

Hale, Austin Watters, David
Clause, Sentence, and Discourse Patterns in
Selected Languages of Nepal: Part II, Clause.
Oklahoma Univ., Norman. Summer Inst. of Lin-

guistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No—BR-9-7721

Pub Date 73 Contract—OEC-0-9-097721-2778

Note-255p.

Available from-Summer Institute of Linguistics, Hungton Beach, Cal. 92648 (\$5.00; \$28.00 if purchased together with FL 004 896, FL 004 897, and FL 004 898)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors-Comparative Analysis, Consonants, Descriptors—Comparative Analysis, Consonants,

*Descriptore Linguistics, Distinctive Features,

*Language Patterns, Language Typology,

Morphology (Languages), *Nepali, Phonology,

*Phrase Structure, Semantics, Sentence Struc
ture, *Tagmemic Analysis, Transformation

Generative Grammar, Uncommonly Taught

Languages, Verbs, Vowels

Identifiers—*Nepal, Tamang

This volume, the second in a series of four on

This volume, the second in a series of four on the languages of Nepal, contains the following papers: "Clause Patterns in Nepaili," "Clause Patterns in Tamang," and "A Survey of Clause Patterns." For other volumes in the series, see FL 004 896, FL 004 897, and FL 004 898. (DD)

ED 087 203 48 FL 004 896

Hale, Austin lause, Sentence, and Discourse Patterns in Selected Languages of Nepal: Part I, General

Approach. oma Univ., Norman. Summer Inst. of Lin-

guistics. guistics.
pons Agency—Institute of International Studies
(DHEW/OE), Washington, D.C.
ureau No—BR-9-7721

Pub Date 73 -OEC-0-9-097721-2778 Contract-

Contract—OEL 43-98.

Note—476p.

Available from—Summer Institute of Linguistics.

Hungton Beach, Cal. 92648 (\$9.75; \$28.00 if
purchased together with FL 004 895; FL 004

897, and FL 004 898)

EDRS Price MF-\$0.65 HC Not Available from
ends.

Descriptors-Deep Structure, *Descriptive Linescriptors—Deep Structure, "Descriptor Lin-guistics, Discourse Analysis, Language Typolo-gy, "Morphology (Languages), "Nepali, Para-graphs, Phrase Structure, Semantics, Sentence Structure, "Structura Linguistics, Surface Structure, Syntax, Transformation Generative

Identifiers-Kham, Maithili, *Nepal, Sherpa, Sun-

Identifiers—Kham, Maithili, "Nepal, Sherpa, Sun-war, Tharu Bhojpuri
This volume, the first in a series of four on the languages of Nepal, contains the following papers: "Toward the Systematization of Display Grammar," "Clause Patterns in Kham," "Tenta-tive Systemic Organization of Nepali Sentences, "Maithili Sentences," "Notation for Simultaneous Representation of Grammatical and Sememic Components in Connected Discourse," "Paired-Sentence Reversals in the Discovery of Underly, ine and Surface Structures in Sherpa Discourse, Sentence Reversals in the Discovery of Underly-ing and Surface Structures in Sherpa Discourse, "Contra-Expectancy Particles in Tharu Bhojpu-ri," "Chaining and Spotlighting: Two types of Paragraph Boundaries in Sunwar," and "An Ap-proach to Discourse in Sunwar," For other volumes in the series, see FL 004 895, FL 004 897, and FL 004 898. (DD)

ED 087 204 FI 004 897

Hale, Austin Clause, Sentence, and Discourse Patterns in Selected Languages of Nepal: Part III, Texts. Oklahoma Univ., Norman. Summer Inst. of Linguistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No—BR-9-7721 Pub Date 73

Contract-OEC-0-9-097721-2778

Note—440p.

Available from—Summer Institute of Linguistics,
Hungton Beach, Cal. 92648 (\$8.75, \$28.00 if
purchased together with FL 004 895, FL 004

896, and FL 004 898)

FDRS Pine MF 605 106

EDRS Price MF-\$0.65 HC Not Available from

Descriptors-*Connected Discourse, Dialogue, Descriptors—*Connected Discourse, Dialogue, Discourse Analysis, Grammar, *Language Patterns, Language Usage, Monologues, Morphology (Languages), *Nepail, Paragraph Composition, Phrase Structure, *Reading Material Selection, Semantics, *Sentence Structure, Tagmemic Analysis, Translation, Uncommonly Taught Languages Identifiers—Jirel, Magar, Sherpa
This volume, the third in a series of four, contains texts from several Nepal languages: Nepali, Sherpa, Jirel, and Magar. The texts provide a beginning for the study of monologue and dialogue in the languages represented. Free transla-

alogue in the languages represented. Free transla-tions of each text are included. For other volumes in the series, see FL 004 895, FL 004 896, and FL 004 898. (DD)

ED 087 205 FL 004 898 Hale, Austin

Clause, Sentence, and Discourse Patterns in Selected Languages of Nepal: Part IV, Word

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

gustus. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No—BR-9-7721 Pub Date 73

Contract-OEC-0-9-097721-2778

Note—318p.

Available from—Summer Institute of Linguistics, Hungton Beach, Cal. 92648 (\$6.50; \$28.00 if purchased together with FL 004 895, FL 004 896, and FL 004 897)
EDRS Price MF-\$0.65 HC Not Available from

EDIS.

Descriptors—English, *Function Words, Language Classification, Nepali, *Nominals, *Sino Tibetan Languages, Uncommonly Taught Languages, Verbs, *Word Lists

Identifiers-Chepang, Gurung, Jirel, Kaike, Khaling, Kham, Magar, Newari, Sherpa, Sunwar, Tamang, Thakali

This volume, the last in a series of four, con-tains word lists for the following languages: Nepali, Gurung, Tamang, Thakali, Magar, Kham, Kaike, Jirel, Sherpa, Sunwar, Khaling, Newari, and Chepang. English and Nepali are included and serve as glosses for the word lists. For other volumes in the series, see FL 004 895, FL 004 896, and FL 004 897. (DD)

ED 087 206 FI 004 899

Trail Ronald I Patterns in Clause, Sentence, and Discourse in Selected Languages of India and Nepal: Part I, Sentence and Discourse.

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No—BR-9-7721

Pub Date 73

Contract—OEC-0-9-097721-2778

Contract—OEC.-03-09/121-27/8
Note—349p.
Available from—Summer Institute of Linguistics,
Hungton Beach, Cal. 92648 (\$7.00; \$26.00 if
purchased together with FL 004 900, FL 004
901, and FL 004 902)
EDRS Price MF-\$0.65 HC Not Available from

Descriptors—Comparative Analysis, Contrastive Linguistics, Descriptive Linguistics, *Discourse Analysis, English, Grammar, *Language Pat-terns, Language Research, Native Speakers, Phrase Structure, Research Methodology, Se-Phrase Structure, "Sentence Structure, "Structural Analysis, Vocabulary Identifiers—"Dhangar Kudux, "Halbi, Kupia, "Parengi Gorum, "Tamang This volume presents five languages of India-

Nepal from four different language families: Halbi and Kupia (India) of the Indo-Aryan family, Parengi-Gorum (India) of the Munda family, Dhangar-Kudux (Nepal) of the Dravidian family, Dhangar-Kudux (Nepal) of the Dravidian family, and Tamang (Nepal) of the Tibeto-Burman family. Papers are entitled "Semantic Relations between Whole Propositions in English," "Sentence Patterns in Halbi," "Sentence Patterns in Kupia," "Sentence Patterns in Tamang," "Clause Patterns in Parengi-Gorum," and "Paired Semantic Components, Paired Sentence Reversals and the Analysis of Dhangar-Kudux Discourse." other volumes in the series, see FL 004 900, FL 004 901, and FL 004 902. (DD)

ED 087 207 FL 004 900 Trail. Ronald L.

Patterns in Clause, Sentence, and Discourse in Selected Languages of India and Nepal: Part II,

Oklahoma Univ., Norman, Summer Inst. of Linguistics.

gustus. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No—BR-9-7721 Pub Date 73

Contract-OEC-0-9-097721-2778

Note-464p. Available from-Summer Institute of Linguistics. Hungton Beach, Cal. 92648 (\$9.00; \$26.00 if purchased together with FL 004 899, FL 004 901, and FL 004 902) EDRS Price MF-\$0.65 HC Not Available from

EDRS

Descriptors-Acoustic Phonetics, Charts, *Comparative Analysis, Consonants, Descriptive Linguistics, Distinctive Features, Illustrations, Lan-guage Patterns, Phonology, *Phrase Structure, Spelling, *Structural Analysis, *Tagmemic Analysis, *Transformation Generative Grammar, Vowels Identifiers—Dhangar-Kurux, Kolami, Kotia Oriva,

upia, Maithili

This volume presents a study of the clause as a verb-centered construction surrounded by certain nuclear constituents which serve to subcategorize it. Five India-Nepal languages are examined: Kotia Oriya, Kupia, and Maithili (Indo-Aryan family); and Dhanghar-Kurux and (Dravidian family). Dhangar-Kurux and Maithili are spoken in Nepal, the remaining three lan-guages in India. For other volumes in the series, ec FL 004 899, FL 004 901 and FL 004 902. (DD)

ED 087 208 FI 004 901 48 Trail. Ronald L.

Patterns in Clause, Sentence, and Discourse in Selected Languages of India and Nepal: Part

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

guistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-9-7721

Pub Date 73

Contract-OEC-0-9-097721-2778

_370p.

Available from—Summer Institute of Linguistics, Hungton Beach, Cal. 92648 (\$7.50; \$26.00 if purchased together with FL 004 899, FL 004 900, and FL 004 902)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors-*Folk Culture, Language Patterns, Language Usage, "Literature, Morphology (Languages), "Reading Material Selection, Translation, Uncommonly Taught Languages, Verbs, Vocabulary Development Identifiers—*India, Kotia Oriya, Kupia, Parengi

This volume presents a compilation and translation of folktales and other forms of oral litera-ture in the Kupia, Kotia Oriya, and Parengi Languages of India. Kupia and Kotia Oriya are Indo-Aryan languages, while Parengi is a Munda lan-guage. Language family differences are particularly obvious in the vocabulary and syntax of the different groups of texts. For other volumes in the series, see FL 004 899, FL 004 900, and FL 004 902. (DD)

ED 087 209 FI 004 902 Trail. Ronald I.

Patterns in Clause, Sentence, and Discourse Selected Languages of India and Nepal: Part IV, Word Lists.

Oklahoma Univ., Norman. Summer Inst. of Linguistics.

Spons Agency-Institute of International Studies (DHEW/OE), Washington, D.C. Bureau No-BR-9-7721

Pub Date 73

Contract-OEC-0-9-097721-2778

Note-218p.

Available from—Summer Institute of Linguistics, Hungton Beach, Cal. 92648 (\$4.25; \$26.00 if purchased together with FL 004 899, FL 004 900, and FL 004 901)

EDRS Price MF-\$0.65 HC Not Available from

Descriptors—*Comparative Analysis, Distinctive Features, Hindi, *Nominals, Phonology, Se-mantics, *Verbs, *Word Lists Identifiers—Dhangar-Kudux, Halbi, India,

Identifiers—Dhangar-Kudux, Halbi, India, Kolami, Kotia Oriya, Kupia, Lamani Banjara, Maithili, Nepal, Parengi, Tharu This volume is a compilation of comparative

word lists from ten languages--seven Indo-Aryan, one Munda, and two Dravidian--plus English. Three of the languages are from Nepal (Maithili, Tharu, and Dhangar-Kudux); the rest are from India (Kotiya Oriya, Kupia, Halbi, Lamani-Banjara, Hindi, Parengi, and Kolami). The list con-tains approximately 1700 words. It begins with the 100-word Swadesh list, includes various domains of nouns and attributes, and concludes with a section on verbs. Language families are listed together for ease in comparison. For other volumes in the series, see FL 004 899, FL 004 900, and FL 004 901. (Author/DD)

ED 087 210

Perez E., Carlos, Ed.
Escucho, dígo, y aprendo (1 Listen, I Say, and I Learn): Spanish Reading Readiness Program.
Edgewood Independent School District, San Antonio, Tex.; Education Service Center Region 13, Austin, Tex.

pons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washing-ton, D.C. Div. of Bilingual Education.

Pub Date 71

Note—336p. EDRS Price MF-\$0.65 HC-\$13.16

Descriptors-*Basic Reading, Consonants, *Eleescriptors—"Basic Reading, Consonants, "Ele-mentary School Students, Instructional Materi-als, Language Instruction, Paperback Books, Phonemics, Phonetics, Reading, "Reading In-struction, Reading Materials, "Spanish, Spanish Speaking, "Textbooks, Vowels

This reading manual was prepared for Spanish-speaking children in the first grade of the Edgewood School District in San Antonio, Texas. It consists of a diagnostic exam, a scale to evaluate the readiness of each child, 39 lessons, and 12 tests. Also included are illustrations suitable for hanging and the Edgewood Picture Method to motivate children to pronounce sounds. The pro-gram has been designed to be completed in eight to ten weeks, with each of the lessons requiring a 15 to 20 minute presentation. (SK)

ED 087 211

FL 004 960

Benton, S. William Benton, Imogene F. Report of the Training Sessions Held for the Staff of the Kwethluk Day School.

Kwethluk Day School, Alaska. Pub Date Mar 66

Pub Date Mar 66
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Audiolingual Methods, Bibliographies, Dialogue, "English (Second Language).

"Inservice Teacher Education, Language Instruction, Language Patterns, Pattern Drills (Language), Poetry, Pronouns, Pronunciation Instruction, Second Language Learning, Sentence Structure, Short Stories, Teacher Education, "Teacher Workshops, "Teaching Guides, "Teaching Techniques"

tion, "Teacher Workshops, "Teaching Guides, "Teaching Techniques
This booklet is a summary of the material covered during a workshop held for the staff of the Kwethluk Day School in Kwethluk, Alaska in 1966. It consisted of six hourly training sessions. focusing on the practical aspects of teaching English as a second language. Included are Robert Lado's "Principles of Language Teaching," fol-lowed by teaching techniques suggested for pattern practice, dialogues, story-telling with structural emphasis, minimal pairs, and structure drills. Also included is a list of the references made available to workshop participants. (HW)

FL 004 966 ED 087 212 Materiales en marcha para el esfuerzo bilingue-bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), September 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73 Note-23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Biculturalism, *Bilingual Education, Bilingualism, Culture, English, Ethnic Groups, *Instructional Materials, Mexican Americans, *Minority Groups, *Newsletters,

Americans, Minority Groups, "Newstetters, Open Plan Schools, Portuguese, Spanish, Spanish Speaking, Team Teaching This newsletter is designed to promote the needs and interests of bilingual-bicultural educa-tion. This issue contains the following articles: (1) What in the World Is a Team-Teaching, Continuous Progress, Non-Graded, Open Classroom tinuous Progress, Non-Graded, Open Classroom in Bilingual Bicultural Education?, (2) Laughter and Anaya's "Lenguaje." (3) "Alegrias" and the Language Experience Story, (4) Cultural Comics, and (5) Portuguese Field-Testing Favorites. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. Materials appear in Spanish, Portuguese, and Endish (\$K\$) glish. (SK)

ED 087 213 FL 005 238 I Hoyon Basula (The Trash Hole).

Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Note-14p.

Note—14p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language,
Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in

Guam. It is an elementary reader with many illustrations. (SK)

ED 087 214 FL 005 239

Barcinas, Jesus C. Jesus, Ricardo T. 1 Paluman Kunao (The Dove).

Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 72

Note-19p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29

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ED 087 215

Manglona, Thomas Estorian Dos Petbetso (The Story of the Tricky

FL 005 259

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

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trations. (SK)

ED 087 216

FL 005 261 Atalig, Juanita M. Estorian I Macheng Yan I Kaiman (The Monkey and the Alligator).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Note-15p EDRS Price MF-\$0.65 HC-\$3.29

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ED 087 217

FL 005 262

Manglona, Pedro

Manglona, Pedro

I Metgot Na Lahi Yan I Mangga'Chong-Na Siha (The Strong Man and His Friends). Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Note—13p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language, Enrichment, *Malayo Polynesian Languages, Minority Groups, Panerback Books, Reading Minority Groups, Panerback Books, Reading Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

trations. (SK)

ED 087 218 FL 005 263

Barcinas, Victorina Estorian Pot I Kuatro Na Taotao (The Story of Four Men).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Note—18p. EDRS Price MF-\$0.65 HC-\$3.29

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Guam. It is an elementary reader with many illustrations. (SK)

FL 005 267

ED 087 219 Taisacan, Lydic

I Tres Na Manamigu (The Writing of Three Friends).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

Identifiers—*Chamorro
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ED 087 220 FL 005 292

Untalan, Lagrimas Quitoriano, Vid I Ko'ko' Yan I Hilitai (The Guam Rail and th

Monitor Lizard). Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date [71]

Note—18p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Kolehion Mandikike

Project

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ED 087 221

Camacho, Simon Faustino, Rogelio G.

I Acho' Alupang (The Rock in Alugang Cove).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Pub Date 13
Note—26p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language, Enrichment, *Malayo Polynesian Languages, Polynesian Canaguages, Polynesian Languages, Polynes Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

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ED 087 222 FL 005 294

PL 005 294
Perez, Remedios L. G. Faustino, Rogelio G.
Puntan Patgon (Child's Point).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Note—18p.
Parks Forest Control of Control of

EDRS Price MF-\$0.65 HC-\$3.29

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Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

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ED 087 223

FL 005 295

Faustino, Rogelio G.

1 Bibu 1 Patgon Yan 1 Buliku (The Old Man, the Child, and the Donkey).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Note—17—

Note-17p EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-53.29
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Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
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Ada, Angelina P. Jesus, Ricardo T.
Hafa Siha Mangapun (Art.) ED 087 224

Aud, Angenna F. Jesus, Ricardo T. Hafa Siha Manggupu (What Can Fly)?
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Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-14p. EDRS Price MF-\$0.65 HC-\$3.29

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ject, Kolehion Mandikike Project This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 225 FL 005 298 Perez, Remedios L. G. Moreno, Janet P.

Annai Abak Si Jose (When Jose Was Lost).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Pub Date 73
Note—269.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Languages Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Project

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ED 087 226

Barcinas, Jesus C. Gaustino, Rogelio

I Famagu'on Gi Hatdin (The Children in the Garden).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Pub Date 73
Note-14p.
EDRS Price MF-\$0.65 HC-\$3.29
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Identifiers-*Chamorro, Chamorro Materials Pro-

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FL 005 300

Barcinas, Jesus C. Jesus, Ricardo T. Manhunta I Cha'ka (The Rats' Meeting).

Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW).

Washington, D.C. Pub Date 72

Note—18p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—F-9.0.6 HC-9.2.29 Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Entremment, "Manayo roynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—"Chamorro, Chamorro Materials Pro-

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ED 087 228 FL 005 308

Barcinas, Jesus C. Jesus, Ricardo T

I Dukduk (The Hermit Crab).

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Pub Date 72

Note—14p. EDRS Price MF-\$0.65 HC-\$3.29

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ED 087 229 FL 005 309 Perez, Remedios L. G. Jesus, Ricardo T. Kuanto (How Many)?

Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 72

Note—18p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Mahayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

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ED 087 230 FL 005 310

Untalan, Lagrimas Faustino, Rogelio
I Familia Gi Lancho (The Family at the Ranch).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),

Washington, D.C.

Note-26p.

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading, Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

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FL 005 311

Faustino, Rogelio G. And Others I Familia Gi Gima' (The Family at h Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-22p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
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Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
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ject, Kolehion Mandikike Project This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 232 FL 005 312 I Familia Gi Kanton Tasi (The Family at the Beach).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-26p.

Note—26p.
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Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Chamorro Materials Project

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 233

ED 08/253
Barcinas, Jesus C. Jesus, Ricardo T.
Si Pepi Gi Lancho (Pepi at the Ranch),
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-23p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 314

Barcinas, Jesus C. Jesus, Ricardo T.

Mumai'es Si Francisco (Francisco Planted Corn).

Guam Dept. of Education, Agana.

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Note—26p.

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EDRS Price MF-\$0.65 HC-\$3.29

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ED 087 235

FL 005 315 Barcinas, Jesus C. Moreno, Janet P. Hayi Hao (Who Are You)? Guam Dept. of Education, Agana.

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Washington, D.C.
Pub Date 73.

Note—18p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages. Entrement, "Manayo roynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—"Chamorro, Chamorro Materials Pro-

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ED 087 236 FL 005 316

Barcinas, Jesus C. Jesus, Ricardo T.

I Taron Donne' (The Pepper Jar),
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date 73

Note—23p. EDRS Price MF-\$0.65 HC-\$3.29

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ED 087 237 FL 005 317

Barcinas, Jesus C. Jesus, Ricardo T.

Pumeska Si Tony (Tony Went Fishing).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Pub Date 12.

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, "Bilingual Education, Bilingualism, Elementary Education, "Elementary Grades, "Instructional Materials, Language Enrichment, "Malayo Polynesian Languages, Panerhack Books, Reading Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

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ED 087 238 Perez, Remedios L. G. Jesus, Ricardo T.

Ferez, Remetus L. G. Sens, Ricardo F. Guam Dept. of Education, Agana.

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Pub Date 72

Pub Date 72
Note—14p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Bisculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks grams, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

ject
This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 239

Ada, Angelina P. Jesus, Ricardo T. I Bus Malagu Chaddek (The Bus Goes Fast).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 72

Note-19p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading

Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

Faustino, Rogelio

I Estorian Santa Marian Kamalen (The Story of Our Lady of Camarin). Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

-22p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Kolehion Mandikike
Project

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 321 Si Pikaroti Yan I Mangga (The Duhendes and the

SI Fixardi Yan I Mangga (Inc Dunendes and the Mango Tree).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Note—13p.
EDBC Beier, ME 60.65 MC 61.10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemenbiinguaism, Eiementary Education, "Eiementary Grades, "Instructional Materials, Language Enrichment, "Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—"Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

trations. (SK)

ED 087 242

FL 005 322 Perez, Remedios Marshall, Jim Dikike' Na Estorian: Sirena (The Short Story of

Sirena).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [71]

Note—14p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Kolehion Mandikike

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

trations. (SK)

ED 087 243 FL 005 323

Gould, Clotilde Wright, Terry

I Niyok Yan I Manha (The Ripe Coconuts and the Young Coconuts).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Kolehion Mandikike
Project

Project

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 244

Barcinas, Jesus C. Jesus, Ricardo T.
Si Sali Bongbong Yan Si Hilliai (The Blackbird and the Monitor Lizard).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-14p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Language, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-

grams, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

ject
ject
This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

Jesus, Ricardo T.

I Ga'Lagu Yan I Katne (The Dog and the Meat).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 72

Note-10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-

ject
This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 246 FL 005 326

FL 005 326
Barcinas, Jesus C. Wright, Terry
Hafa Papa'... (What's Under)?
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73
Note: 628

Note-26p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Chamorro Materials Pro-ject, Kolehion Mandikike Project This book, written in Chamorro, is part of a ser-ries used in the bilingual education program in Guam. It is an elementary reader with many illus-trations (GK)

trations. (SK)

ED 087 247 FL 005 331 Marshall, James R.

Lepblo-Ku Lettran Chamorro (My Book of

Chamorro Letters).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [71]

Note-35p

Note—35p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language,
Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Kolehion Mandikike

Project

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 653 ED 087 248

Wright, Terry And Others
Hafa Na Kulot? A'paka' (What Color? White).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73
Note: 1.73

Note—15p.
EDRS Price MF-\$0.65 HC-\$3.29
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism. *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language
Enrichment, *Malayo Polynesian Languages. Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolchion Man-

dikike'

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

ED 087 249

Wright, Terry And Others
Hafa Na Kulot? Agaga' (What Color? Red).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Note—15p. EDRS Price MF-\$0.65 HC-\$3.29 EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolehion Mandikike*

dikike'

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 250 FL 005 655

Wright, Terry And Others Hafa Na Kulot? Betde (What Color? Green).

Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—F30.65 Hc.3.6.9 Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

Identifiers-*Chamorro, Project Kolehion Mandikike

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 251 Wright, Terry And Others
Hafa Na Kulot? Amariyu (What Color? Yellow).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Pub Date 73
Note—159
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs Second Languages, Textbooks grams, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolehion Man-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 252 FL 005 657

Wright, Terry And Others Hafa Na Kulot? Kulot Kahet (What Color? Orange).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language
Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Project Kolehion Mandikike*

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 253 FL 005 658

Wright, Terry And Others Hafa Na Kulot? Asut (What Color? Blue).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73.

Pub Date 73
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language, Enrichment, *Malayo Polynesian Languages, Missatiu Groups, Panethock Rooks, Reading Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolehion Man-

dikike'

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

Wright, Terry And Others FL 003 639 Wright, Terry And Others Hafa Na Kulot? Atllong (What Color? Black). Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Peading Programs, Second Languages, Textbooks

Identifiers-*Chamorro, Project Kolehion Man-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 255 FL 005 660

Wright, Terry And Others Hafa Na Kulot? Kulot Chukulati (What Color?

Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Note-15p.

Note—15p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language
Enrichment, *Malayo Polynesian Language, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolehion Man-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 256

Wright, Terry And Others Hafa Na Kulot? Lila (What Color? Purple).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Note—15p.
EDRS Price MF-\$0.65 HC-\$3.29
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elemen-

tary Grades, *Instructional Materials, Language tary Oraces, "Instructional Materials, Language Enrichment, "Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Programs, Second Languages, Textbooks Identifiers—"Chamorro, Project Kolehion Man-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 662

Wright, Terry And Others Hafa Na Kulot? Kulot di Rosa (What Color?

Funn).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Project Kolehion Man-

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 258 Untalan, Lagrimas L. G. Faustino, Rogelio G. Annai Taya' Eskuela (When There's No School). Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73.

Note-26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages. Minority Groups, Paperback Books, Read Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

Identifiers-*Chamorro, Project Materials

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 259

Perez, Remedios L. G. Faustino, Rogelio G. I Karabao Gi Paingen Christmas (The Karabao on Christmas (in exarabae on Christmas (in exarabae on Christmas Night).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-22p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3-3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

Identifiers—*Chamorro, Project C Materials, Project Kolehion Mandikike Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 666 ED 087 260

Gould, Clotilde Jesus, Ricardo T.
Si Patas Nganga' (Patas the Duck).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-26p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-35.2.9
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading

Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Project Chamorro Materials, Project Kolehion Mandikike

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 667

Gould, Clotilde Jesus, Ricardo T.

I Un Punidera Yan I Dies Na Babui (The Hen and the Ten Pigs). Guam Dept. of Education, Agana. Spons Agency—Office of Education (DHEW),

Washington, D.C. Pub Date 73

Pub Date 73
Note—22p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs. Second Languages, Textbooks grams, Second Languages, Textbooks Identifiers—*Chamorro, Project C Materials, Project Kolehion Mandikike Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

ED 087 262 FL 005 668

Wright, Terry And Others
Palabras para Minagof (Words for Laughter).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73

Note-31p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Enrichment, "Manayo roynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers..." Chamorro, Project Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

FL 005 669

ED 087 263

Untalan, Lagrimas L. G. Wright, Terry
Dulok Yan Lisensian Ga'lagu (A Shot and a Dog's License).

Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 73

Note-18p.

Pote - 18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education,

Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language

Enrichment, *Malayo Polynesian Languages,

Migarity Grants Boards Beaker Beaker Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—*Chamorro, Project Kolehion Man-

dikike

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

ED 087 264

Barcinas, Jesus C. Faustino, Rogelio G. I Estorian I Niyok (The Story of the Coconut). Guam Dept. of Education, Agana.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elemen-tary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks

Identifiers-*Chamorro, Project Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 265 FL 005 671
Untalan, Lagrimas L. G. Faustino, Rogelio G.
1 Senoran Guadalupe (Our Lady of Guadalupe).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73 FL 005 671

Note-22p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro, Project Chamorro
Materials

Materials

This book, written in Chamorro, is part of a se ries used in the bilingual education program in Guam. It is an elementary reader with many illustrations. (SK)

ED 087 266 FL 005 672

Jesus, Ricardo T. And Others

Jesus, Ricardo T. And Others
I Tangantangan (The Tangantangan Tree).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 73
Note 12:

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language Enrichment, *Malayo Polynesian Languages, Enrichment, "Malayo Polynesian Languages, Minority Groups, Paperback Books, Reading Instruction, "Reading Materials, Reading Pro-grams, Second Languages, Textbooks Identifiers—"Chamorro, Project Kolehion Man-

dikike

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

FL 005 673

Reyes, Connie

Si Jimmy. (Jimmy).
Guam Dept. of Education, Agana.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date [73]

Note-10p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Biculturalism, *Bilingual Education,
Bilingualism, Elementary Education, *Elementary Grades, *Instructional Materials, Language
Enrichment, *Malayo Polynesian Languages,
Minority Groups, Paperback Books, Reading
Instruction, *Reading Materials, Reading Programs, Second Languages, Textbooks
Identifiers—*Chamorro

This book, written in Chamorro, is part of a series used in the bilingual education program in Guam. It is an elementary reader with many illus-

trations. (SK)

HE

ED 087 268 HE 004 895

Golden, Deborah And Others
Students in Schools of Social Work. A Study of
Characteristics and Factors Affecting Career
Choice and Practice Concentration.
Council on Social Work Education, New York,

Pub Date May 72

Note-96p. EDRS Price MF-\$0.65 HC Not Available from EDRS.

*Career Choice, Graduate Students, *Graduate Study, *Higher Education, Professional Education, *Social Work, Social Work kers, *Student Characteristics, Surveys

This book is a report of a comprehensive surrins book is a report of a comprehensive survey made in 1966 of first-year graduate social work students. The survey gathered information about (1) the age, sex, race, religion, socioeconomic status, and prior education and academic achievements of these students; (2) the factors that bring people into social work and lead them to undertake graduate professional education, with special attention to the impact of work experience in social work and related areas, the nation's and profession's current emphasis on broad social issues, and the increasingly active and organized recruitment efforts of the social work profession; (3) the post-graduation career plans of the entering class; (4) financial aid for first-year graduate students; and (5) the elements involved in method concentration selection both in relation to the career and method choice process and the differences among the students in various methods. Wherever possible, comparison of this study was made with a similar study per-formed in 1960. (Author)

ED 087 269 HE 005 034 Formal Contract Approval Between the Gogebic Community College Board of Trustees and the Michigan Association of Higher Education, Gogebic Community College District.

Gogebic Community Coll., Ironwood, Mich.

Pub Date 2 Aug 73

Note... 229

EDRS Price MF-\$0.65 HC-\$3.29

Procedures, *Higher Education, *Negotiation Agreements, *Teacher Salaries, *Teaching

Identifiers-*Gogebic entifiers—*Gogebic Community Co Michigan Association of Higher Education

This document is a formal contract between the Gogebic Community College Board of Trustees and the Michigan Association of Higher Education, Gogebic Community College District. Contract articles cover recognition, bargaining, rights of the board of trustees, instructor rights, employment policies and practices, vacancy qualifications, leaves, communication procedures, grievance procedure, miscellaneous provisions, faculty rank classification, salary schedule, health insurance, faculty load policy, compensation, and the college calendar, 1972-74. (MJM)

ED 087 270 IR UU3 048
[Agreement between Lincoln University of the
Commonwealth System of Higher Education
and the Lincoln University Chapter of the
American Association of University Professors
("LUC-AAUP").

Lincoln Univ., Pa. Pub Date 28 Sep 73

Note-23p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, Bargaining, Collective Collective Negotiation, *Governance, *Grievance Procedures, *Higher Education, *Negotiation Agreements, Teacher Salaries, Teaching Load, Tenure, University Administration

Identifiers—AAUP, American Association of University Professors, *Lincoln University This document presents the agreement between

Lincoln University of the Commonwealth System of Higher Education and the Lincoln University er of the American Association of Univers ty Professors. Articles cover recognition, definitions, purpose of agreement, university administration, chapter service items, governance, no dis-crimination, personal files, no strike-no lockout, academic freedom, academic tenure, library, wor-kload, grievance procedure, faculty and library retrenchment, salary and compensation, and miscellaneous. (MJM)

Agreement: Washtenaw Community College Board of Trustees and Washtenaw Community College Education Association 1971-73. Washtenaw Community Coll., Ann Arbor, Mich. Pub Date 71 ED 087 271 HE 005 065

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Communi-ty Colleges, Faculty, Grievance Procedures, *Higher Education, *Negotiation Agreements, *Teacher Welfare, Teaching Benefits Identifiers—Michigan Education Association, Na-tional Faculty Association, *Washtenaw Com-munity College.

munity College Presented in this document is the agreement between Washtenaw Community College Board of Trustees and Washtenaw Community College Education Association for the period from 1971 through 1973. Contained in the articles of the agreement are sections covering recognition,

rights, and guarantees; faculty, personnel and division procedures; appointments, promotions, and related matters; faculty protection and assistance; benefits, compensation, leaves and va-cations; and grievance procedures. (PG)

HE 005 066 Agreement Between the Board of Junior College District No. 524, County of Cook and State of Illinois and the Moraine Valley Faculty Association, A Chapter of the Cook County College Teachers Union.

Moraine Valley Community Coll., Palos Hills, Ill. Pub. Date 1231

Pub Date [73] Note-28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining. Collective Negotiation, *Grievance Procedures, *Higher Regolation, Convance of Absence, *Negotiation Agreements, Teacher Responsibility, Teacher Salaries, *Teaching Load, *Tenue Identifiers—*Moraine Valley Community College

This document covers the agreement between the Board of Junior College District No. 524. County of Cook and State of Illinois and the Moraine Valley Faculty Association Chapter of the Cook County College Teachers Union. Arti-cles of the agreement cover: definitions; recognition; nondiscrimination; association and board relations; academic freedom; tenure; renewal or termination of appointments of nontenured faculty members; overload and summer school; ty members; overload and summer school; promotion; scheduling and teaching assignments; teaching load and assignments; grievance procedure; leaves of absence; professional growth; faculty rights; personnel records for faculty; calendar; savings; hiring; faculty involvement; salary schedules; insurance and credit union; severance pay; and duration. Appendices include the salary schedules for 1972-73, 1973-74. (MIM) 74. (MJM)

ED 087 273 Agreement Between the Morton College Council, Local 571, A.F.T. and the Board of Junior Col-lege District 527 Cook County, Illinois, Sep-tember 1, 1971-August 31, 1973. Morton Coll., Cicero, Ill.

Pub Date | Sep 71

Note-44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Fringe Benefits, Grievance Procedures, *Higher Education, *Leave of Absence, "Negotiation Agreements, "Teacher Responsibility, "Teacher Salaries Identifiers—AFT, American Federation of Teachers, "Morton College

This agreement between the Morton College Council, Local 571, American Federation of Teachers and the Board of Junior College District 527 Cook County, Illinois covers the period September 1, 1971 to August 31, 1973. Articles of the agreement cover preamble; definitions; unionboard relations; salary and rates of pay; personnel policies and procedures; working conditions; leaves; departmental organization and responsi-bilities; professional responsibilities; fringe benefits for full-time faculty; procedures for grievance; business office procedures; special clauses concerning changes; term; and superior authority of agreement. Appendices cover a resolution calling election of question of deterresolution calling election of question of determination of sole negotiating agent, certification of election to determine sole negotiating agent results, and organization of departments. (This document is reproduced from best available copy). (MJM)

ED 087 274 Agreement between the Williamsport Area Com-munity College and Williamsport Area Commu-nity College Education Association for the 1972-1973 Academic Year. Willamsport Area Community Coll., Pa.

Pub Date 25 Jan 72

Note-18p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Collective Bargaining, Collective Descriptors—Collective Barganning, Collective Negotiation, *Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Responsibility, Teacher Salaries, Teacher Welfare, Teaching Load Identifiers—*Williamsport Area Community Col-

This agreement between Williamsport Area Community College and the Williamsport Area Community College Education Association covers the academic year 1972-1973. Articles of the agreement include recognition, check-off, association prerogatives, employer prerogatives, employees rights, grievance procedure, no strikes or lockouts, access to information, communications, release time, access to premises, term of employment, probationary employment, notices of appointment, retrenchment, librarians and counselor, hours, office hours, advisory responsibilities, leaves of absence, maximum load and compensable overload, school of continuing education, summer school salaries, vacation for 12month employees, life insurance, hospitalization insurance, travel allowance, retirement, tuition reimbursement and waiver, no discrimination, printing agreement, miscellaneous, invalidity, and duration of agreement. (MJM)

Agreement between the County of Schenectady and the Schenectady Community College Faculty Association covering the period from September 1, 1972-August 31, 1975.
Schenectady County Community Coll., Schenectady, N.Y.

Pub Date 1 Sep 72

Note-44p. EDRS Price MF-\$0.65 HC-\$3.29

Bargaining, Collective Negotiation, *Grievance Procedures, *Higher Education, *Leave of Procedures, *Higher Education, Leave Absence, *Negotiation Agreements, Teacher Evaluation, Teacher Promotion, Teacher Responsibility

Identifiers-*Schenectady County Community

College

This agreement between the County of Schenectady and the Schenectady Community Schehectay and the schehectary Community College Faculty Association covers the period September 1, 1972 to August 31, 1975. Articles cover definitions; recognition; management responsibilities; dues deduction; public documents; employment policy; continuing and career appointments; consideration for vacancies; resignation; professional obligation; professional teaching assignments; faculty records and inspec-tion files; evaluation; staff acceptance or rejection tion lies; evaluation, start acceptance of rejection of appointments; evaluation criteria for reap-pointment and promotion; promotions in academic rank; salaries; compensation for summer employment and overload in the evening division; sabbatical leave; sick leave and vacation leave for employees in the professional service; leave for jury duty; professional leave without salary; maternity leave; disability leave; personal absence; medical and hospitalization insurance; grievance procedure; academic freedom; study committee; association rights; preparation and distribution of contract; legislative action; severa-bility; duration of agreement; and conclusion of negotiations. (This document is reproduced from best available copy). (MJM)

HE 005 070 Contract and Agreement between the Board of Trustees of Seattle Community College, Com-munity College District No. 6, State of Washington and the Scattle Community College Federa-tion of Teachers, Local 1789. Scattle Community Coll., Washington.

Pub Date 72

Note—33p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Collective Bargaining, Collective Negotiation, Curriculum Development, *Fringe Benefits, Governance, *Grievance Procedures, *Higher Education, *Negotiation Agreements, Teacher Responsibility, *Teacher Salaries, Teacher Welfare Identifiers—*Seattle Community College

Identifiers—"Scattle Community College
This contract and agreement between the
Board of Trustees of Seattle Community College,
Community College District No. 6 State of
Washington and the Seattle Community College
Federation of Teachers (SCCFT), Local 1789, receration of Teachers (SCCFT), Local 1789, covers the academic year 1972-73. Articles of the agreement include the bargaining unit, board-SCCFT relations, union activities and privileges; salary and rates of pay, fringe benefits, personnel policies, operational policies, college governance, recognizing and dependence progressions. professional development, curriculum develop-ment, grievance procedure, agreement conditions, and duration. Appendices cover standards for vo-cational-technical salary placement, standards for

nonvocational salary placement, inservice credit computation schedule, fulltime salary schedule 1972-73, parttime salary schedule 1972-73, fringe benefits summary schedule, professional obliga-tions, proposed instructional calendar 1972-73, a statement of academic freedom and faculty rights, and negotiations procedures. (MJM)

ED 087 277 HE 005 071 St. Clair County Community College of the St. Clair County Community College of the County of St. Clair and the St. Clair County Community College District of the Michigan Association for Higher Education.

Saint Clair County Community Coll., Port Huron, Mich

Note-111p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Collective Bargaining, Collective Negotiation, Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Responsibility, Agreements, *Teacher Salaries

Identifiers-*Saint Clair County Community Col-

This agreement between the Board of Trustees of the St. Clair County Community College of the County of St. Clair and the St. Clair County Community College District of the Michigan Association for Higher Education covers the academic years 1972-74. Articles of the agreement cover recognition, association and instructor's rights, rights of the board, payroll deduc-tions, personnel procedures for faculty, conditions of employment, faculty compensation, leaves of absences, grievance procedure, agree-ment effectuation, and duration of agreement. Appendices include calendars, faculty on continuing status, vocational certification, teaching proficiency inventory, staff evaluation, salary schedules, leave forms, contractual payroll sheet, grievance report, definitions and miscellaneous rovisions, and administering the sickday bank. (MJM)

HE 005 072 Professional Negotiation Agreement between the Board of Trustees of Junior College District 517 and the Lake Land Faculty Association. Lake Land Coll., Mattoon, Ill.

Pub Date 2 Sep 70 Note-7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, *College Faculty, *Higher Education, *Negotiation Agreements. Responsibility, *Teacher Welfare Identifiers—*Lake Land Junior College

This document presents the professional negotiation agreement between the Board of stees of Junior College District 517 and the Lake Land Faculty Association. Articles of the agreement include the preamble, recognition, definition of responsibilities and rights, effect of the agreement, negotiation procedures, attendant costs, duration of the agreement, the negotiation agent, and acceptance. (MJM)

ED 087 279 HE 005 073 Agreement between Luzerne County Community
College and Luzerne County Community College Association of Higher Education. Luzerne County Community Coll., Wilkes-Barre,

Pub Date 10 Sep 73

Note-53p. EDRS Price MF-\$0.65 HC-\$3.29

Negotiation, Fringe Benefits, Procedures, *Higher Education, *Leave of Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Responsibility, Teacher Welfare

Identifiers—*Luzerne County Community Col-lege, National Faculty Association, Pennsyl-vania State Education Association

vania State Education Association
This agreement between the Luzerne County
Community College and the Luzerne County
Community College Association of Higher Education covers the 1973-74 year. The agreement includes the collective bargaining agreement,
definitions, recognition, fair practices, conference, maintenance of membership, check-off,
grievance procedure, rights of college, rights of
association, teaching and time schedules, duties
and responsibilities of the teaching faculty, extraload and summer assignments, duties and respon-

sibilities of counselors and librarians, evaluation of professional performance, personnel files, termination of services for cause, termination of services by retrenchment, determination of qualifications for teaching a specific subject, employment tions for teaching a specific subject, employment contract, promotion procedure, faculty salary provisions, fringe benefits, vacation leave of absence for 12-month employees, leave of absence for sickness, special leave of absence, maternity leave of absence, temporary leave of absence, military leave, outside employment, retirement, institutional representation and travel expenses, no strike-no lockout, and limitations on agreement. (Document is reproduced from best copy available). (MJM)

ED 087 280 HE 005 074

Mangold, Sanford Dangler

A Monetary Repayment Model for Recoupment of
the Educational Costs of Air Force Sponsored Graduate Education in Lieu of Completion of an Active Duty Service Commitment.

Air Force Inst. of Tech., Wright-Patterson AFB. Ohio. School of Engineering. Report No-AD-768-385; GSM-SM-73-17

Pub Date Sep 73 Note-165p.; Masters Thesis

Note—165p.; Masters Thesis
Available from—National Technical Information
Service, Springfield, Virginia (AD-768 385/GA;
PC-\$10.25; MF-\$1.45)
Document Not Available from EDRS.
Descriptors—Colleges, "Cotst, "Educational
Finance, "Graduate Study, "Higher Education,
Masters Theses, "Military Personnel, Models,
University."

The study develops a model which enables the Air Force to initiate recoupment action against any officer, who is separating from active service prior to the completion of a graduate education Active Duty Service Commitment (ADSC). It is set up to determine the amount of money owed the early existing officer, at any point in the ADSC. The recoupment model is placed into the framework of the average annual wage rates comframework of the average annual wage rates com-manded by individual graduate degrees in the civilian work environment. This wage data is derived from the 1970 Census of the United States population. The procedure is to measure the average wage rate of specific graduate and undergraduate degrees, and to calculate the dif-ference between them. This difference is assumed to approximate an economic measurement of the additional work productivity, that the Air Force can expect from an officer by virtue of his gradueducation. This differential amount is then placed into a recoupment scheme, whereby an officer repays the cost of his USAF sponsored graduate education in monetary form, if separated prior to ADSC completion. The model estimates prior to ADSC completion. The moder estimates total amount owed by an early existing officer, as a function of the following variables: the direct cost of the Air Force of the officer's graduate education; the amount of time served in the associated ADSC; the type of graduate degree earned at Air Force expense; and the type of degree possessed by the officer prior to graduate school attendance. [Modified author abstract].

(Author/PG) ED 087 281 HE 005 076 Mobility of University Staff.
Council for Cultural Cooperation, Strasbourg (France).

Note—152p. Available from—Council for Cultural Co-opera-tion, Council of Europe, Strasbourg, France

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—"College Faculty, "Faculty Mobili-ty, "Foreign Countries, "Higher Education, "Interinstitutional Cooperation, Researchers Identifiers—Council of Europe, "UNESCO

This study deals with interuniversity mobility. Part I examines the harmonization of action taken to encourage mobility, the removal of legislative and statutory obstacles to mobility, the simplification of university staff regulations and careers, and incentives to mobility. Part II describes the ideas and activities of UNESCO, the Council of Europe and the European Communities with regard to university cooperation and the mobility of teachers and research wor-kers. Part III examines national policies and reveals the role and influence of many elements, all of which combine to give the theme of mobility a different character and flavor in each

country. Appendices cover European status for staff in higher education and research. UNESCO's activities, recommendations concerning the status of teachers, and the interim ogress report of 1971 for the Royal Society.

ED 087 282 HE 005 077

Humanities Cluster College, 1972-73. Bowling Green State Univ., Ohio.

Pub Date 73

Note-199p. EDRS Price MF-\$0.65 HC-\$6.58

EDRS FIRE MF-30.65 HC-50.58
Descriptors.—*Higher Education, *Humanities,
*Humanities Instruction, *Interdisciplinary Approach, Liberal Arts, Program Descriptions,
*Schedule Modules
Identifiers—MAP, *Modular Achievement Pro-

This report describes and evaluates the Hu manities Cluster College (HCC), a part of the Modular Achievement Program (MAP) at Bowling Green University. This interdisciplinary program is described according to: rationale, specific aims, detailed description of the program subjective evaluation, evaluative research, and recommendations. Related documents concerning various aspects of the MAP include HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 080, 005 101, and 005 079, (MJM)

ED 087 283

HF 005 078

Litwin, James L. A Survey of Student Experiences, Spring, 1973. Bowling Green State Univ., Ohio. Pub Date Oct 73

Note-38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Educational In-novation, *Higher Education, Interdisciplinary Approach, Research Projects, *Schedule Modules, *Student Attitudes, Surveys Identifiers—MAP, *Modular Achievement Pro-

gram
The Modular Achievement Program (MAP) at
University was designed to Bowling Green State University was designed to Bowling Green State University was designed to offer students an alternative experience for the freshman year. The experience would include small classes, a student-oriented staff, career workshops and an innovative curriculum. This document describes and reports the findings of a survey of student experiences emphasizing five survey of student experiences emphasizing five areas: class-related, involvement, sources of difficulty and help, alienation, and student perceptions of change. The MAP sample consisted of tions of change. The MAP sample consisted of 120 students representing 65 percent of the MAP population. Two non-MAP populations totaling 150 students were also included in the survey. Results indicated that students in MAP did have an experience in the expected direction given the goals and emphasis in the MAP project. MAP students reported that the classes they exstudents reported that the classes they ex-perienced stimulated discussion, exploration, and continued learning outside of the classroom scene. The quality and amount of help MAP stu-dents felt they received from faculty and re-sidence hall people and counselors was greater than other groups received. Additional findings and student comments are included. Related documents concerning components of the MAP program include HE 005 102, 005 083, 005 082, 005 081, 005 080, 005 101, 005 077, and 005

HE 005 079 The Third Year of the First Little College: "Co munications'

Bowling Green State Univ., Ohio Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Educa-tional Innovation, *Higher Education, *Inter-disciplinary Approach, Program Description, *Schedule Modules, *Speech Curriculum, Speech Education
Identifiers—MAP, *Modular Achievement Pro-

Identifiers—MAP, "Modular Achievement Frogram

The communications component of the Modular Achievement Program (MAP) at Bowling Green State University is discussed in three phases. Part one offers an evaluative synthesis of Speech 102. Part two deals primarily with the speech component of the modular attempts at integration. Related documents are HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 080, and 005 077. (MJM)

ED 087 285 HE 005 080

ounseling Services in MAP: An Evaluation 1972-73. DeVestern, Diane

Bowling Green State Univ., Ohio. Pub Date 73

Pub Date: 7)
Note—42p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Counseling Programs, *Counseling Services, *Educational Innovation, *Higher Education, Program Coordination, *Program Descriptions, Program Evaluation, Sch

Identifiers-MAP, *Modular Achievement Pro-

gram
This document evaluates the counseling aspect of the Modular Achievement Program (MAP) at Bowling Green State University. Following a review of the overall functions and activities, the programs relationship with MAP component pro grams is discussed. Related documents are HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 101, 005 077, and 005 079, (MJM)

ED 087 286

HE 005 081

Litwin, James L.
Analysis of Student Performance on the Undergraduate Record Examinations (1973).
Bowling Green State Univ., Ohio.
Pub Date Oct 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Academic Achievement, "College Students, "Higher Education, Interdisciplinary Approach, Research Projects, Schedule Modules, "Student Ability, "Student Development

Identifiers-MAP, *Modular Achievement Pro-

gram
This report examines the performance of students in the Modular Achievement Program (MAP) at Bowling Green State University using the Undergraduate Record Examinations (URE) as the primary criterion. The performances of students in MAP on the URE is delineated and compared to the performance of freshman and sophomore norm groups at Bowling Green State sophomore norm groups at Bowling Green State University as well as the national sample. Results indicated MAP students as a group scored between the freshman and sophomore norm groups, which were recruited in a random fashion. When compared to national norms, the MAP students did very well, scoring higher as a group than sophomores in a national sample. No large differences appeared among students when they were compared according to their sweet curthey were compared according to their exact curricular experience. Related documents concerning components of the MAP program are HE 005 102, 005 083, 005 078, 005 082, 005 080, 005 101, 005 077, and 005 079. (Author/MJM)

Cappuzzello, Paul G. Giardina, Richard C. Modular Achievement Program Financial Evalua-

tion, 1972-73. Bowling Green State Univ., Ohio. Pub Date Nov 73

Note-16p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Innovation, *Expenditures, *Higher Education, *Interdisciplinary Approach, *Program Costs, Schedule Modules Identifiers—MAP, *Modular Achievement Pro-

gram
This cost study of the Modular Achievement
Program at Bowling Green State University indicates expenditures for the 1972-73 academic year according to the state auditor's budgetary system for state universities of Ohio. Following an overview of the financial situation, emphasis is placed on indirect university contributions, instructional cost, and savings to student and state.

Appendices include budgetary data. Related documents concerning components of the MAP program are HE 005 081, 005 102, 005 083, 005 078, 005 080, 005 101, 005 077, and 005 079.

ED 087 288 HE 005 083 A Final Report on the First Science Cluster College, Spring, 1973.
Bowling Green State Univ., Ohio.

Pub Date 73

Note-39p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Higher Education, *Interdisciplinary Approach, Pro-

gram Descriptions, *Schedule Modules. *Science Curriculum, *Science Education Identifiers—MAP, *Modular Achievement Pro-

gram
This document describes the Science Cluster This document describes the Science Chaster College (SCC), a part of the Modular Achievement Program (MAP) at Bowling Green State University. The SCC offered a science seminar, survey courses, and laboratory work. The seminar emphasized creative aspects of scientific activity, the nature of reliability has been defined industrial and the nature of scientific knowledge, inductive and deductive logic, science and values, and a historical analysis of concepts of space and time. The survey courses covered the principles or concepts of the six disciplines: Biology, Chemistry, Com-puter Science, Geology, Mathematics, and Physics. The laboratory work consisted of independent laboratory investigations. Grading, program evaluation, evaluation instruments, item classification categories, and student opinions of the program are included. Related documents concerning components of the MAP program are HE 005 102, 005 078, 005 082, 005 081, 005 080, 005 101, 005 077, and 005 079. (MJM)

Preliminary Estimates of 1972-73 Full-Time In-structional Faculty in Institutions of Higher Education. Bulletin. Advanced Statistics for Management. No. 14, March 1, 1973. National Center for Educational Statistics (D-

HEW/OE), Washington, D.C. Pub Date 1 Mar 73

Note-4p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Higher Edu-cation, *Personnel Policy, Salaries, *Salary Dif-ferentials, *Teacher Salaries, Women Profes-sors, *Women Teachers, Working Women In response to needs expressed by the commu-

nity of higher education institutions, the National Center for Educational Statistics has produced early estimates of a selected group of mean sala-ries of instructional faculty in institutions of ries of instructional faculty in institutions of higher education in 1972-73. The number and salaries of male and female instructional staff by rank are of particular interest. Table 1 show mean salaries of instructional staff employed in the traditional four faculty ranks of professor through instructor, with data distributed by rank and sex and by level of institution. The tabula tions do not include all the categories of teaching staff in institutions of higher education. Other tables highlight the employment of women faculty in proportion to the total. By rank, the highest proportion of women are found in the instructor category; while there has been little overall change since 1963 in proportions of women, the increase in proportion of female instructors is noteworthy. By level of institution, women are employed more frequently in 2-year colleges, and tend to have higher ranks in these colleges than in the universities and other 4-year institutions. (Author/PG)

HE 005 085

HE 005 086

Commission on External Degree Programs: The Pennsylvania State University: Final Report. Pennsylvania State Univ., University Park.

Pub Date 28 Aug 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, College Credits, Counseling Programs, *Degree Requirements, Educational Innovation, *Educational Needs, *External Degree Programs, *Higher Educa-tion, *Part Time Students

The Pennsylvania State University Commission on External Degree Programs studied the context of and the mandate for external degree programs at Penn State. Recommendations cover six areas: (1) Establishment of Extended Degree Programs for parttime students; (2) Establishment of admission, residency and graduation requirements for parttime degree students; (3) Educational counciling and obtained to the state of the stat partume degree students; (3) Educational counseling and advising for partime and fulltime students; (4) Credit by examination and credit for life experiences for partitime and fulltime students; (5) Learning resources and media; (6) Recommendations related to fulltime student programs. A 131-item bibliography is included. (MJM)

ED 087 291

Siroky, Frank R.

The Need for External Degree Programs in California. Report No. 6 - Planning Data for California State University, Sacramento.

HE 005 096

California State Univ. and Colleges, Rohnert Park. Commission on External Degree Pro-

Spons Agency—EXXON Education Foundation, New York, N.Y. Pub Date 1 Sep 73

Note-35p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, *Educa-tional Innovation, *External Degree Programs, *Higher Education, *Special Degree Programs, *University Extension Identifiers—*California State University, Sacra-

It is estimated that 2,715 individuals in the area it is estimated that 2,715 individuals in the area served by California State University, Sacramento are interested, educationally qualified, and willing to pay the fees for enrollment in External Degree programs. Those interested in external degree programs have a mean age of 33, are predominated to the programs of the programs are predominated to the programs of the programs have a mean age of 33, are predominated to the programs of the programs have a mean age of 33, are predominated to the programs of the program of the program of the programs of the programs of the program of the nantly male, married, and employed full-time in professional or mangerial positions. It is evident that external degree programs attract a more ma-ture, better-educated, self-reliant, and profes-sionally more responsible student body than typical on-campus day programs. Convenience of time is the major reason for wanting to study in an external degree program. Second was the belief that family or personal needs would be met better, and third, the perceived relevance of external programs to job or work situations. Some of the major personal reasons for returning to an external degree program was the development of new skills and knowledges. The second most important reason was to prepare for a new vocation or job, and third, self-enrichment. Practical considerations weigh heavily in the choice of external degree programs as well as in the kinds of programs or majors one might anticipate selecting under this model of instruction. (Author/PG)

ED 087 292

Farmer, James A Proposal: Interim National Standard Procedures for Deriving Per-Student Costs in Postsecondary Educational Institutions.

National Commission on the Financing of Postsecondary Education, Washington, D.C. Pub Date 31 Dec 73

Note-103p. Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, Data Collection, Educational Economics, "Educational Finance, "Expenditure Per Student, "Higher Education, "Post Secondary Education, "Research Design Interim national standard procedures for deriving perstudent costs in posteroulary education."

ing per-student costs in postsecondary educational institutions are discussed in this staff paper. The interim procedures are intended to develop a national data base on the average annual cost per-student by level of instruction and field of study. The proposed procedures classify students by level-lower division, upper division, and graduate, and by field of study, according to the four digit discipline code of the HEGIS Taxonomy of Instruction Programs. Direct costs are aggregated by department and distributed to level of instructo no the basis of faculty assignment. Indirect costs are allocated to the departments by a specified allocation procedure. The resulting instructional unit costs are related to student majors by the induced course load matrix, which which the appropriate of the student majors by the induced course load matrix, which yields the average annual full cost per student by level of student and field of study. Once each participating institution determines its average annual full cost-per-student data, such data could be contributed to a national data base, along with explanatory materials that briefly characterize the students and the institutions. (Author/MJM)

ED 087 293 Millett, John D. HE 005 088

An Outline of Concepts of Organization, Opera-tion, and Administration for Colleges and Universities.

Academy for Educational Development, Inc., Washington, D. C. Management Div. Pub Date Feb 74

Note-14p.

Available from-Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N. W., Washington, D. C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Administrative Organization, College Administration, *Colleges, Governance, *Higher Education, *Institutional Administra-tion, Resource Allocations, Theories, *Univer-

This document outlines concepts of organiza-tion, operation, and administration for colleges and universities. Emphasis is placed on the enter-prise, governance and administration, purposes, organization, operations, support services, management of resources and techniques of direction, and evaluation and accountability. (MJM)

ED 087 294

HF 005 093

Diener, Thomas J., Ed.
College Teaching and Teachers: Legal Implications of Academic Affairs.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Note—75p.; Proceedings of a Conference held at the University of Alabama, University, Alabama, July 8-9, 1973 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, *College Environment, College Faculty, Conference Reports, *Higher Education, *Legal Problems, *Legal Responsibility, *Sex Discrimination

This document presents the proceedings of a conference at the University of Alabama designed to examine the legal implications of academic affairs. Papers cover women's rights in academe, and some extra-legal concerns, the outlook for faculty bargaining, an industrial relations proach to faculty collective bargaining, and the courts and academic affairs. (MJM)

HE 005 094

Kohen, Eileen Konen, Edeen
A Validity Study for the CLEP Introductory Calculus Subject Examination at the University of
Illinois. Research Report #349.
Illinois Univ., Urbana. Office of Instructional

Resources. Report No-UI-RR-349

Pub Date Feb 74

Note-21p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Calculus, Educational Research,
*Higher Education, *Test Reliability, Test
Results, *Tests Validity, Validity
Identifiers—CLEP, *College Level Examination

The purpose of the present study was to norm and validate the College-Level Examination Program (CLEP) Introductory Calculus Subject Examination for two University of Illinois calculus courses, Math 120 and Math 135. It was of interest to determine if this examination could be used as a calculus placement and proficiency examination for new students who have a background of at least one semester of calculus. background of at least one semester of calculus, and who received high scores on the College Entrance Examination Board (CEEB) Advanced Mathematics Placement Test, CLEP Calculus scores did differentiate between students who performed at different grade levels within both Math 120 and Math 135. Validity and KR-21 recomplished. liability coefficients were quite high. A cutoff score based on the score at which no student received a D or E grade was recommended for granting proficiency for Math 120. Although a cutoff score was suggested for Math 135 profi-ciency, validity data for higher level calculus courses was recommended. (Author)

ED 087 296

HE 005 095

Mehra, N.
Retention and Withdrawal of University Students. (A Study of Academic Performance of a Freshn Class).

Pub Date Dec 73 Note-25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Dropout Research, *Dropouts, *Educational Research, Freshmen, *Higher Education, Student Needs, Student Problems

Identifiers-*University of Alberta

The objective of this study is to do a preliminary investigation into the nature and extent of student dropout problems at the University of Alberta. To this end, the academic achievements of the class of 1964 are traced term by term over a period of 6 years. The following areas are examined in this study: (1) A quantitative general description of relative proportions of students who graduate, those who withdraw voluntarily, and those who are asked to withdraw due to poor academic performance. (2) An examination and identification of correlates of student's staying vs. dropping out. (3) Detection and isolation of mary predictors of the criterion variable, graduation vs. dropping out. The study demonstrates that: (1) Dropping out of a university is a very complex phenomenon and a better and firmer understanding of this phenomenon would require a deeper investigation. (2) Diversity within the dropout group is a reality, and to combine all dropouts into a single category is an oversimplification of the problem. (Author/PG)

ED 087 297 Affirmative Action Program.

California Univ., San Francisco. Pub Date Dec 73

Note-182p.

EDRS Price MF-\$0.65 HC-\$6.58

Opportunities, Descriptors-*Employment *Equal Opportunities (Jobs). Equal Protection.
*Higher Education, *Racial Discrimination.
School Community Relationship. *Sex Discrimination

Identifiers-Affirmative Action, San Francisco,

*University of California The San Francisco campus of the University of California (UCSF) has as its mission the educa-tion of health science professionals. Recruitment areas for campus programs have traditionally been local, state, and national for staff and stu-dents, and state, national, and international for faculty. Although efforts have been made over the years to attract more minorities and women into the campus organization, the results were clear that UCSF had had little success in attracting, promoting, or upgrading minorities and women. In 1968, as a direct result of Black Caucus and Black Student Union involvement, two significant changes in campus policy were made: (1) each school and program in health sciences committed itself to a minority student goal of 25% of its entering freshman class, and (2) all hiring activities were centralized in the Personnel Office and its responsibilities in this area were increased. The Campus formally initiated its Affirmative Action program by a policy statement ac-companied by guidelines to assist campus depart-ments in setting goals. Included in this document is the Affirmative Action program for UCSF, including sections covering responsibility for implecluding sections covering responsibility for imple-mentation, underutilization, goals, program progress, and definitions. Ethnic and sex summa-ry tables are included. The appendices include grievance procedures for discrimination, guide to minority-owned businesses in the San Francisco bay area, summary of ethnic and sex employment, and search process report. (Author/PG)

ED 087 298 HE 005 098

Rothman, Arthur Marx, Herbert Expectations Versus Perceptions of a First Year Law Class

Pub Date [73]

Pub Date [73] Note—23p.: This article was published in French as "Les Attentes et les Perceptions des Etudi-ants en premiere Annee de Droit", [1972] "7 Revue Juridique Themis", p. 289-303 EDRS Price MF-\$0.65 HC-\$3.29

Descriptor. *Higher Education, *Law Schools, Learning Experience, Learning Motivation, *School Environment, *Student Attitudes, Students, *Student School Relationship Identifiers. *University of Montreal

A questionnaire designed to measure changes within the learning environment of a law school was administered to 274 first-year law students at the University of Montreal before they began classes and again after the end of the first term. The largest changes occurred on the Goal Direction and Breadth of Interest scales. Considerable changes appeared on the Intellectual Maturity, Student Interaction, Evaluative and Academic Enthusiasm scales. The smallest change was associated with the Authoritarianism All changes were in a negative or undesira ble direction and were statistically significant. It was proposed that certain specific features of the first term's program might in part explain the results. In addition it was suggested that in part the results could be attributable to a general loss of enthusiasm and interest that occurs once the excitement associated with the study of a new discipline wanes. (Author)

ED 087 299 HE 005 099 Physician Manpower in Florida Series. III. The Role of Osteopathic Medicine. Florida State Board of Regents, Tallahassee. Report No.—BOR.74-2-C. Pub Date Feb 74.

Pub Date Feb 74
Note—23p
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—"Health Personnel, "Higher Education, "Medical Education, "Medical Schools, Medicine, Physicians, "Professional Education Identifiers—Florida, "Osteopathy
The record of practice in general medicine and primary care by osteopathic physicians of the U.S. is outstanding. The number of D.O.'s in the U.S. totals about 14,000 of whom some 13,000 are estimated to be active. Over 2,600 D. O.'s blod a current practice license in Florida but only hold a current practice license in Florida but only about one quarter of these are presently living in the state. Osteopathic physicians tend to cluster around osteopathic hospitals, of which there are 17 in the state. The separate status of osteopathic and allopathic physicians shows many signs of disappearing. The cost of educating an osteopathic physician is quite similar to that for the M.D. since educational requirements are hardly distinguishable. The actual costs will vary somewhat with location and availability of existing resources, physical and professional. One point of unresolved difference between the two point of unresolved difference between the two medical organizations involves the length of preparation for general/family practice. M.D.'s need 3 years of post-degree residency for certifi-cation; D.O.'s now require only 1 year of post-degree training. A lapse of some 7 to 10 years must be expected between authorization of any

new school and the beginning of practice by its first graduates. (Author/PG) ED 087 300 HE 005 100 An Annotated Interoffice Bibliography on Gradu-

ate Education. Part I.
Illinois Univ., Champaign. National Board on
Graduate Education.

Pub Date 3 May 72

Note-32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors.—*Annotated Bibliographies, Educa-tional Development, *Educational Finance, Educational History, Graduate Students, *Graduate Study, *Higher Education, *Man-power Needs, Research Needs This annotated bibliography, Part I, is a com-pulation of books articles regions and atten-

pilation of books, articles, reviews, and other materials concerning graduate education. Cita-tions are categorized according to history and development, students, structure and functions, instruction and research, manpower, costs and financing, and recommendations. An author index is included. Related documents, Part II and III, are ED 072 734 and ED 067 051. (MJM)

ED 087 301 HE 005 101 Daye, Douglas D. Browne, M. Neil
The Third Year of the First Little College:
Images, Fall, 1972.

Bowling Green State Univ., Ohio. Pub Date Sep 73

Note-31p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-80.65 HC-83.29
Descriptors—*Concept Formation, *Educational Innovation, *Higher Education, *Interdisciplinary Approach, Program Descriptions, *Schedule Modules Identifiers—MAP, *Modular Achievement Pro-

gram
This document deals with the Images component of the Modular Achievement Program (MAP) at Bowling Green State University. The component was designed to organize, evaluate and utilize an understanding of the world. The program is described in relation to history and time constraints, goals, students, faculty, implementation and assumptions, general recommendations, administrative duties and recommendations. itions, administrative duties and recommendations, and evaluative research. Appendices cover teaching materials and a sample syllabi. Related documents concerning the various aspects of the MAP program include HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 080, 005, 077, and 005 079. (MJM)

ED 087 302 HE 005 102

Giardina, Richard C. Modular Achievement Program, 1972-73: Su

mary Report. Bowling Green State Univ., Ohio. Pub Date Nov 73

Note-40p.

EDRS Price MF-\$0.65 HC-\$3.29

Education, *Interdisciplinary Approach, *Program Content, Program Descriptors, Program Content, Program Descriptions, Program Evaluation, *Schedule Modules Identifiers—MAP, *Modular Achievement Pro-

Identifiers—MAP, *Modular Achievement Program
This progress report describes the activities and summarizes the evaluation of the Modular Achievement Program (MAP) at Bowling Green State University for the 1972-73 academic year. Emphasis is placed on the general education component, the structure of MAP in its position within the University, a profile of the MAP student, student development, the time-shortening option within MAP, and finances. The conclusion reviews the impact on the faculty, university and higher education; the search for academic achievement criteria; the baccalaureates—an area of problematic concern; and the future of the MAP program. Related documents concerning components of the MAP program are HE 005 083, 005 078, 005 082, 005 081, 005 080, 005 101, 005 077, and 005 079. (MJM)

FD 087 303

Report of the Committee on the Extended University.
Ohio Univ., Athens.

Pub Date 12 Jun 72

Note—64p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, *Educa-tional Innovation, Educational Programs, *Ex-ternal Degree Programs, *Higher Education, *Special Degree Programs, *University Exten-

Identifiers-*Ohio University

To offer extended learning opportunities to persons without access to traditional residential persons without access to traditional residential education is the purpose of the proposed extended university of Ohio University. This new academic unit would be responsible for the development and administration of the Extended Learning Program (ELP). The ELP admits students who have successfully completed an accredited high school course or its equivalency as determined in consultation with the ELP advisory. determined in consultation with the ELP advisory board. A wide variety of learning experiences are recommended for the ELP. Flexible modules of study encompassing independent study, cor-respondence courses, televised materials, internships, field experience, seminars and workshops, credits by examination, regular classroom study, and credit for demonstrated learning through past experience are proposed. Some traditional programs of study will be encouraged and new units of study will be designed as the need arises. Student evaluation procedures will utilize conven-tional methods presently in existence including tonal methods, testing programs, and comprehensive oral examinations. Other nontraditional evaluation methods, such as criterion referenced evaluation, will be Jeveloped. This document contains a review of the need and purpose of the ELP at Ohio University, a review of existing models (including the open university, the university without walls, and credit through examination), media systems, admission and counseling, organization and financing of the ELP, and the pilot study for the ELP. (Author/PG)

HE 005 104 National Board on Graduate Education Comment on The Newman Task Force on the Federal Role in Graduate Education.

National Board on Graduate Education, Washington, D. C.

Pub Date 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *Doctoral Programs, Enrollment, *Graduate Students, *Graduate Study, *Higher Education, *Professional

Education Identifiers—*Newman Report

'Graduate education in the U. S. is in trouble." "Graduate education in the U. S. is in trouble."
So states the recently released Report of the Task
Force established by the Department of Health,
Education and Welfare chaired by Frank Newman. This document presents a brief comment of
the National Board of Graduate Education upon
the major points and recommendations raised in
Newmans' report. The National Board believes
the the limited feares of the Newmans Tack Exerce that the limited focus of the Newman Task Force is a conceptual flaw that vitiates much of the analysis of graduate education. The limitations created by this narrowed perspective cause the

Task Force to omit a number of vital questions and issues regarding the Federal Role in graduate education. The issues answered in this retort include: service-oriented programs, oversupply and undersupply, Ph.D. enrollments, access and discrimination in graduate admission, and the task force recommendations. (Author/PG)

HE 005 105 Welch, James A., Ed. Jackson, Linda M., Ed.
Report on the Information Management Training
Institute Summer 1973: Volume 1-Proceedings. Institute for Services to Education, Washington,

Spons Agency—Meharry Medical Coll., Nash-ville, Tenn.; Tennessee State Univ., Nashville. Pub Date Dec 73

Note-108p. EDRS Price MF-\$0.65 HC-\$6.58

Poscriptors—Behavioral Sciences, *Computer Programs, Conference Reports, *Data Collec-tion, Group Behavior, *Higher Education, *Hu-man Relations, *Information Storage

man Relations, "Information Storage Identifiers "Query, TACTICS
This report is a consolidation of the knowledge and skills imparted during the 1973-74 Information Management Training Institute sponsored by Tennessee State University, Meharry Medical College, and the Institute for Services to Educations of the services to Education for the services and the services to Education for the services tion, Inc. Section one of the report includes the proceedings from the sessions conducted on data collection, manipulation, storage, and reporting. Section two includes the human relations component's proceedings and Section three contains the sessions on remote access and QUERY. Each section contains an evaluation based on the participants' responses to questionnaires develo by the individual sections' consultants. This docu-ment was published with the assistance of the Technical Assistance Consortium to Improve Col-lege Services (TACTICS). (MJM)

HE 005 106 Kaplan, Robert B

Foreign Students in the State University System of Florida. Report of the Consultation for the State University System of Florida Conducted under the Auspices of the Field Service of the National Association for Foreign Student Affairs. National Association for Foreign Student Affairs,

Washington, D.C. Pub Date 73

Note—78p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Enrollment Trends, *Foreign Students, *Higher Education, Research Projects, *School Systems, Student School Relationship Identifiers—*State University System of Florida This report investigates the enrollment patterns

and status of foreign students in the State Univer-sity System of Florida. Data were collected by questionnaire and by consultation continued through a series of visits to all nine of the Univer-sity System campuses. The report presents a review of trends, history of the consultation, review of the present situation, recommendations. and conclusions. Recommendations are aimed at assisting the State University System to improve its services to numbers of foreign students already in attendance and to develop a greater internain attenuance and to develop a greater interna-tional outreach. Appendices include distribution of students by age, fall 1971 enrollment, list of persons interviewed, computer analysis of the population, analysis of English language profi-ciency practices, and insurance information. (MJM)

ED 087 307 HE 005 107

Levy, Stanley, R.
Colleges and Careers.
Pub Date 5 Apr 73
Note—9p.; Presented at the American College Personnel Association Convention, Cleveland, Ohio, April 5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Opportuni-ties, *Career Planning, College Students, *Edu-cational Needs, *Higher Education, *Job Placement, *Liberal Arts, Liberal Arts Majors, Student Needs

This document discusses the role of the placement office in a liberal arts setting, responds to key issues attracting and assisting the liberal arts student into and through the placement process, and reviews the demands that may be put on placement offices in the future. Issues discussed

concern the change in social setting on campus, the market conditions in various fields, the size and complexity of placement service staffs, the shortage of employers visiting the campus, stu-dent needs, the interview and resume writing process, and career planning and development.
(MJM)

ED 087 308 HE 005 108 Physician Manpower in Florida Series II.
Prospects for Meeting the Goals.
Florida State Board of Regents, Tallahassee.
Report No. BOR 74.

Report No-BOR-74-2-b Pub Date Feb 74

Note—11p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Higher Education, *Manpower Needs, *Medical Edu-cation, *Personnel Needs, *Physicians

This document analyzes the prospects and likelihood of meeting the goals suggested in the first paper of this series discussing physician man-power in Florida. The first paper indicates that approximately 76% of the mid-1973 pool of licensed physicians living in Florida could be con-sidered in active practice providing care to the civilian population of the state. Hospital based department of the provided in the civilian population of the state. anesthesiologists, pathologists, radiologists and certain others were included. In order to meet the needs anticipated for 1980, a net increase in his active practice group of 4,494 physicians is needed, 3,136 of whom should be in specialties providing primary care. To increase this select pool of physicians by 4,500 in 7 years will require the addition of over 6,700 new license holders, or approximately 960 per year. There is evidence that this large total of new licensees may be realized by 1980. Grounds for optimism may be found in the records covering the last 4 years in the expanding pool of physicians in the U.S. Prospects for meeting the goal of over 3,100 additional active, practicing, primary-care physicians by 1980 are dim. (MJM)

ED 087 309 HE 005 110 Manual of Policies and Procedures for Preparation of Proposals and Administration of Pilot External Degree Programs.

California State Univ. and Colleges, Los Angeles.

Office of the Chancellor. Pub Date Jun 73

Note-83p.

Available from-Office of the Chancellor, The California State University and Colleges, 5670 Wilshire Boulevard, Los Angeles, California (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, Educa-tional Needs, *Educational Policy, *External Degree Programs, *Guidelines, *Higher Educa-

This manual consists of a compilation of executive orders, policies, procedures, guidelines, and recommendations pertaining to external degree programs. The manual has been assembled in loose-leaf form to facilitate revision as policies change or additional guidelines are developed. Emphasis is placed on (1) criteria to be utilized by the Commission on External Degree Programs in considering proposals from the campuses; (2) procedures for review and approval of pilot external degree proposals; (3) guidelines for prepara-tion of proposals requesting approval for establishment of pilot external degree programs; (4) guidelines for admission, advancement to candidacy for the degree, and evaluation for graduation in external degree programs; (5) guidelines for evaluation of pilot external degree programs; (6) guidelines for fiscal evaluation of pilot external degree programs; (7) guidelines for administration of programs; (8) educational opportunity and financial assistance; (9) various models for external degree programs; (10) questions regarding external degree programs and Commission responses. (MJM)

ED 087 310 HE 005 111 Report from the Presidential Committee on New Market Students.

Wisconsin Univ., Madison. Pub Date Jan 73

Note-69p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Students, Consortia, Educa-tional Administration, *Educational Innovation, Educational Needs, *Experimental Programs,

*Higher Education, *Individualized Instruction, *Students, Surveys Identifiers—*New Market, University of Wiscon-

This document presents a study of the or-This document presents a study of the organizational, financial, and physical implications of developing a program for "new market" students at the University of Wisconsin. New market students are generally older people who want educational programs and policies relating directly and concretely to their work, leisure, and human relationships. They want credit for prior experience gained outside a formal school setting; they want programs in their communities. they want programs in their communities, scheduled flexibly to accommodate family responsibilities; and they want individualized plans of study involving extensive practical experience. After the introduction and definition of new market students, this document presents general recommendations of the President's Committee on new market students, required resources to initiate programs for new market students, organizational options, and proposed implementation. A selected bibliography is also included. The appendices contain surveys con ducted concerning new market students, or-ganizational options for serving new market students, and possible consortium members for new market programs. (Author/PG)

ED 087 311 HF 005 112

Nyquist, Ewald B.
The Regents External Degree.
Pub Date 23 Mar 71

Note-22p.; Speech presented at meeting of the Troy Rotary, Troy, New York, on March 23,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Equivalency Tests, *External Degree Programs, *Higher Education, Open Education, *Special Degree Programs. Education, *Special Degre Speeches, *University Extension Identifiers—*New York

This speech, given on March 23, 1971, at a luncheon meeting of the Troy Rotary, presents an overview of the Regents External Degree. After presenting opening humorous remarks, the author concentrates on a description of the External Degree, as modeled after the English Open University. The remainder of his remarks concern the progress made through the College Proficien-Examination Program and how State intends to develop an External Degree Program. The External Degree will meet the demand for an increasing variety of postsecondary educa-tion, especially in view of the limited financial resources available within the traditional college campus. The Regents External Degree Program, by contributing to an educated citizenry, will also enhance the social and economic development of the state and provide social and economic mobility for the individual who is frequently barred from advancement in employment and increased social status because he doesn't have a degree. (Author/PG)

ED 087 312 HE 005 113

Nyquist, Ewald B.

ome Comments on the Financial Problems of Private Colleges. Pub Date 7 Dec 70

Note—12p.; Speech presented at Marymount College, Tarrytown, New York, on December 7, 1970

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Frice Mr. 20.05 HC. 35.29 Descriptors—*Colleges, Educational Economics, Educational Finance, *Financial Problems, *Higher Education, *Private Colleges, *Private Financial Support, Small Schools, Speeches This speech, made on December 7, 1970 at a panel presentation held at Marymount College,

concerns the survival of the independent college. It is apparent that, as costs rise, projected operating budgets of independent colleges must take account of them. One solution is to look for more income, the other is to seek ways of reducing the impact of the rising costs. The latter attack can be launched on two fronts: (1) making fuller use of capacity and (2) increasing the productivity of all staff, especially faculty. The two approaches are related and interdependent. Whatever the size of the institution, it should set for itself certain targets in terms of total enrollment, enrollment divisions and departments, faculty teaching loads and, derivatively, student-faculty ratios, for the total institution and for the major sectors of it. The single most important source of econo-

mies in the instructional budget is the faculty teaching load and the student-faculty ratio, which finds its expression in class size. A way to in-crease income with little or no increase in expenditures is through the recruitment, admission, and enrollment of students who wish to pursue major fields in divisions or departments that are cur-rently underenrolled. (Author/PG)

HE 005 114

Nyquist, Ewald B.

Thoughts on the Future of Private Higher Educa-

Pub Date 22 Jan 71
Note—15p.: Presented before the Board of Trustees of Cornell University, New York City, January 22, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Church Related Colleges, *Educational Finance, Educational Innovation, External Degree Programs, *Higher Education. *Private Colleges, Private Financial Support, *Private Schools

This speech, presented before the Board of Trustees of Cornell University on January 22, 1971 concerns the future of private higher educa-tion. The author is pessimistic about the future of private higher education in New York as it now stands. First, colleges under religious auspices. particularly those under Catholic sponsorship, are moving toward more secular norms. Second, there are several colleges that are too small in size to be efficient and lack the diversity of other institutions, public and private. Third, some institutions in the urban areas are finding it hard to relate to the social issues and problems which surround them. Fourth, inflation and the costs of instruction have led to a cost-price squeeze for the private institutions. Fifth, some private in-stitutions are mismanaged or are the victims of visionary planning. Sixth, the position of the ad-ministration in Washington toward financing ministration in Washington toward financing higher education is less than adequate. Seventh. community colleges and other types of postsecondary institutions are creating more diversified educational programs that attract more students than the traditional programs. (Author/PG)

ED 087 314 HE 005 116 Manpower and Education Needs for Eye Care in Florida.

Florida State Board of Regents, Tallahassee.

Report No-BOR-74-3 Pub Date Feb 74

Note-40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Eyes, Health Personnel, *Higher Education, *Medical Edu-Medicine, *Ophthalmology, *Professional Education

Identifiers-*Florida The total span of procedures necessary for care of the human eye and its associated structures is broad. Two professional groups, optometrists and ophthalmologists share in providing this total care. Each must hold a valid current license to practice his or her profession and the extent of prerogative and limitations is spelled out in practice acts recorded in the Florida Statutes. tometrists must complete a minimum of 2 years of college level instruction in a community college or university before enrolling in professional school. The duration of professional school for optometrists is 4 years, including clinical experience, which leads to the degree of Doctor of Optometry (O.D.). Ophthalmologists are basically doctors of medicine or osteopathic medicine. Although most practicing optometrists use some assisting personnel, the potential or more extensive use of technically trained assistants has been little exploited to date. Firm data on which to establish an acceptable order of priority among the several health professions' educational programs do not exist at this time. Continuing, intensive planning will be necessary. (Author/PG)

ED 087 315 HE 005 118 Ferguson, Tracy H. Bergan, William L.
Administrators in the Process of Unionization
Avoiding Unfair Labor Practices.
Academic Collective Bargaining Information Ser-

vice, Washington, D.C.

Pub Date [73]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Arbitration, *Collective Bargaining, *Collective Negotiation, *Higher Education,

Labor Unions, *Negotiation Agreements, Teacher Welfare, *Unions

This report represents a natural aftermath to the National Labor Relations Board's 1970 assertion of jurisdiction over private universities and colleges. For the first time, the Board decided that employees of private higher educational institutions had the right to unionize and to bargain collectively with their employer. The so-protected educational institution employee may be a educational institution employee may be a member of the faculty or nonacademic staff. Of paramount importance, the Labor Act grants to employees "the right to self-organization, to form, join or assist labor organization, to bargain collectively through representatives of their own choosing and to career in the contraction. collectively through representatives of near own choosing, and to engage in other concerted ac-tivities for the purpose of collective bargaining." Highlighted in this document are some of the major problems confronting an educational em-ployer faced with the prospect of a union organizational effort. These comments also contain an explanation of some of the pitfalls that appear in many union organizational settings, and which, if the leap into the pit follows, may constitute an unfair labor practice, or perhaps more importantly, a ground for setting aside a union election on the campus. (Author/PG)

ED 087 316 Stone, Donald C. HE 005 119

Comparative Study of University Administration. Management Forum; Volume 3 No. 1 January

Academy for Educational Development, Inc., Washington, D. C. Management Div. Pub Date Jan 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Educa-tional Administration, *Higher Education, *In-*Educastitutional Role, Models, Universities, *University Administration
This document calls attention to some of the

interesting institutional and administrative characnecressing institutional and administrative characteristics of universities. Eight background propositions are suggested; (1) Universities are a special kind of public political institution. (2) Universities will increasingly be subject to political pressures, crosscurrents, and conflict. (3) There are those in the university and outside who Incre are those in the university and outside who say the university should not be concerned with social change or playing a positive role in this change. (4) As a public political institution, universities must increasingly be responsive to social and economic change. (5) These and other characteristics of a university provide a backdrop for consideration of how universities are, should be, or should not be administered. (6) Within the United States the early political science doctrine of the separation of powers based on federalism has done irreparable damage to common percep-tions about the role of professors, administrative officers, trustees, students, and other groups at the university, (7) Political science doctrine about elections, representation, and voting have also had a deleterious effect on university administrative processes. (8) The dual character of organization is a distinctive characteristic of most universities. A model for comparative analysis and a discussion of the necessity of moderniza-tion are included. (MJM)

ED 087 317

HE 005 120

Lozier, G. Gregory A "Classic" Vote for No Representation: Michigan State University. Academic Collective Bargaining Information Ser-

vice, Washington, D.C

Note-9p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Collective Bargaining, *Collective Negotiation, Educational Administration, *Employer Employee Relationship, *Higher Education, Teacher Wel-

Relationship, "Higher Education, Teacher Welfare, "Unions Identifiers—"Michigan State University of October 23-24, 1972, members of the faculty of Michigan State University overwhelmingly rejected collective bargaining as a means for dealing with faculty-administration relationships at the university. This election did not mean that those faculty members who spear-headed the drive against unionization are satisfied with the status quo at Michigan State. Many of the faculty believed that the administration should be more responsive to the recommendations of the faculty committees. This document traces the events that lead to this decision, the election itself, the administrative response, and the author's conclusions concerning the impact of this election. (Author/PG)

HE 005 121

Kronovet, Esther Affirmative Action Plan Criteria. Pub Date Dec 73

Note—8p.; Paper based upon a presentation at the Women and the Management of Postsecon-dary Institutions Conference, Syracuse, New York, December 12-14, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Equal Op-portunities (Jobs), Females, *Higher Educa-tion, Minority Groups, Personnel Management, *Program Administration, Research Projects, *Sex Discrimination Identifiers—*Affirmative Action

To clarify the role of new managers of affirma tive action programs, a survey was conducted among 58 public institutions in the fall of 1973. These included 38 community colleges, 14 four-year institutions and six agricultural and technical schools throughout New York State. The study focused upon (1) whether the position of affirmative action officers is considered a fulltime appointment, (2) the extent to which affirmative action responsibilities are viewed as collateral duties, and (3) the range of job titles held by those delegated additional responsibilities as affirmative action officers. The findings indicate that most institutions view affirmative action responsibilities as collateral duties. Only three community col-leges located in New York City and one four-year college have fulltime affirmative action officers; seven community colleges had not yet identified individuals to function in this role. Those serving as affirmative action officers have a variety of job titles, including president, academic dean, and personnel director. Very few institutions have members of their faculty functioning in this position. (Author)

ED 087 319

HE 005 122

Orientation Packet.
Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date [73]

Note-67p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Frice Wr. 20.05 HC-3.29 Descriptors—Bibliographies, *Collective Bargaining, *Collective Negotiation, *Contracts, Employer Employee Relationship, *Higher Education, Models, *Teacher Associations

tion, Models, *Teacher Associations
This document contains a packet of materials
on collective bargaining in higher education. It is
designed to provide laymen with general information on the subject. In addition, it gives
references for further study. The packet includes
the following materials: (1) Academic Collective
Bargaining: History and Present Status; (2) Legal
Principles of Public Sector Bargaining; (3)
Legislation in the States; (4) Some Suggested Advantages and Disadvantages of Collective Bargaining; (5) Faculty Professional Associations;
(6) Academic Bargaining Models; (7) 212 College and University Faculties with Collective Bargaining Agents; (8) What's Actually in a Faculty
Contract; (9) Selected Bibliography; and (10)
Glossary of Labor Terms. (Author/PG)

ED 087 320 HE 005 123

The Virginia Plan for Higher Education. Virginia State Council of Higher Education, Richmond.

Pub Date Jan 74

-153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Development, Educa-tional Improvement, *Educational Objectives, *Governance, *Higher Education, *Master Plans, *Statewide Planning

This document presents the master plan for higher education in Virginia. Emphasis is placed on the planning process, an overview of higher education in Virginia, goals for higher education. education in Virginia, goals for ingine reducation, recommendations toward implementing the goals, governance and coordination of higher education in Virginia, plans for the coordination of higher education in the 1970's. Plans for the coordination of higher education in Virginia review institutional development and issues and planning statements of Virginia's public and private institutions. (MJM)

Report of the General Assembly Commission on Higher Education to The General Assembly of Virginia.

Virginia Higher Education Study Commission,

Pub Date 74

Note—388p. EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Legislation, *Educa-tional Planning, *Governance, *Higher Educa-tion, Law Instruction, Manpower Needs, *Planning Commissions, Reports, *Statewide Planning Planning Virginia

Identifiers

The report is divided to cover: introductory material, management of Virginia's state-sup-ported institutions of higher education, the coorported institutions of higher education, the coordination and governance of higher education in Virginia, the relationship between Virginia's private institutions and the state, legal education and manpower requirements in Virginia, and proposed legislation. Appendices include reports submitted to the Commission by the State Council of Vilente Education and a state lead resource. cil of Higher Education and a state level manage ment, planning, and coordination review. (MJM)

ED 087 322 HE 005 125

HE 005 125
[The Faculty Handbook: Agreement Between the County of Nassau and the Nassau Community College Faculty Senate.]
Nassau Community Coll., Garden City, N.Y.
Pub Date 72
Note: 1075

-105p EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MF-30.65 HC-36.58
Descriptors—Collective Bargaining, Collective Negotiation, College Faculty, *Community Colleges, Contracts, Faculty Promotion, Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Responsibility, Teacher Salaries, Teacher Welfers. fare

Identifiers-*Nassau Community College

This document presents the agreement between the County of Nassau and the Community College Faculty Senate. The agreement covers defini-tions, the faculty senate, work year, work week, work day, student advisement, maternity leave, sabbatical leave, leave of absence, outside activisanoatical leave, jeave of absence, outside activities and parttime employment, class size, overload, vacations, holidays, personal leave, sick leave, termination pay, health insurance, dental plan, life and disability insurance, salaries, retirement, grievance procedures, management rights, new employees, printing of agreement, termina-tion for financial reasons, discontinuance of service, promotion quotas, minisemester, contract term, and civil service law. Appendices cover faculty code and academic senate by laws. (MJM)

ED 087 323

Agreement between the Administration of St. John's University, New York and the St. John's Chapter of the American Association of University Professors-Faculty Association of St. John's University. University. Saint John's Univ., Jamaica, N.Y.

Pub Date 1 Jul 70

Note-44p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Contracts, Fringe Benefits, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, *Teacher Salaries, Teacher Welfare, *Universities

Identifiers-Jamaica, New York, *Saint Johns

University
This agreement between the Administration of St. John's University and St. John's Chapter of the American Association of University Professors-Faculty Association of St. John's University. Articles of the agreement cover recognition, and the statement of the Adup-Fa and the statement of general relationship between the AAUP-FA and the administration, past practices, professional working conditions, university facilities, salaries, fringe benefits, leaves, retirement age, grievance-arbitration procedures, nondiscrimination, no strike-no lockout, separability, successor clause, the University's program on Staten Island, and duration of agreement. Appendices include cer-tification issued by the New York State Labor Relations Board and definitions. (MJM)

ED 087 324 HE 005 127 Agreement Between the Board of Trustees of Dutchess Community College and the Dutchess

Community College Faculty Confederation and the County of Dutchess. the County of Dutchess.

Dutchess Community Coll., Poughkeepsie, N.Y.

Pub Date 70

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-35.29
Descriptors—*Academic Freedom, Collective Bargaining, Collective Negotiation, College Faculty, *Community Colleges, Contracts, Faculty Promotion, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, Teacher Responsibilit

Identifiers-*Dutchess Community College

This agreement between the Board of Trustees of Dutchess Community College and the Dutchess Community College Faculty Confederation and the County of Dutchess covers the academic year 1970-71. Articles of the agreement cover recognition, responsibilities of Board of Trustees, Board of Trustees and Confederation rights, Confederation benefits, faculty responsi-bilities and practices, professional promotions and academic freedom, leaves of absence and sabbatical leaves, grievance procedures, faculty compensation, miscellaneous, conclusion of collective negotiations, severability, approval of the legisla-ture, and duration of the agreement. Appendices include a statement of student rights and a state-ment on academic freedom. (MJM)

ED 087 325 HE 005 128 Fox Valley Technical Institute Contract Between Vocational, Technical, and Adult Education District No. 12 and Fox Valley Technical Institute

Fox Valley Technical Inst., Appleton, Wis. Pub Date 5 Oct 72

Note-42p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Contracts, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, *Teacher Salaries, Teacher Welfare, *Vocational Schools Identifiers—*Fox Valley Technical Institute

This contract between the Vocational Technic

This contract between the Vocational, Technical, and Adult Education District No. 12 and the Fox Valley Technical Institute Faculty Associa-tion covers the academic years 1971-73. Articles of the agreement cover recognition, management rights clause, association rights clause, negotiations procedure, fair dismissal policy, grie procedure, absences, faculty working conditions, salary schedule provisions, savings clause, and contract term. Appendices include calendars and salary schedules. (MJM)

HE 005 129 Fashion Institute of Technology Union Contract. Fashion Inst. of Tech., New York, N.Y.

Pub Date [72]

Note-55p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, Contracts, Faculty
Promotion, *Governance, *Grievance
Procedures, *Higher Education, Leave of Promotion, "Governance, "Crievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, Teacher Salaries, *Teacher Welfare, Tenure Identifiers—*Fashion Institute of Technology, UFCT, United Federation of College Teachers

This document presents the union contract of This document presents the union contract of the Fashion Institute of Technology. Articles cover union recognition; governance; welfare; grievance; leaves of absence and sick leave; sa-lary and checkoff; academic calendar; matters lary and checkoff; academic calendar; matters not covered; duration; personnel files; conformity to law-savings clause; appointment-faculty; promotion-faculty; reappointment, tenure, and job security-faculty; assignment of program; nonclassroom faculty and classroom technologists; vacations - nonclassroom technologists and staff; holidays and vacations - faculty; holidays and va-cations - nonclassroom faculty and classroom cations - nonclassroom faculty and classroom technologists; regular workday and work week; overtime conditions; working conditions; fulltime salaries; hourly rates for part time teaching; and parttime staff and technologists hourly rates. (MJM)

lagreement between the Cumberland County Col-lege Board of Trustees and the Cumberland County College Faculty Association.] Cumberland County Coll., Vineland, N.J.

Pub Date [71]

Note-33p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, *Contracts, Fringe Benefits, *Grievance Procedures, *Higher Education, *Negotiation Agreements, *Tenure Identifiers—*Cumberland County College

This document presents the agreement between the Cumberland County College Board of Trustees and the Cumberland County College Faculty Association. Articles of the agreement cover recognition; negotiation procedure; association rights and responsibilities; conditions of em-ployment; faculty benefits; salaries; compensation for graduate work; committees-standing; committees-promotion, tenure, review and evaluation: reduction in professional staff; contracts and dismissal; grievance procedure; the Board of Trustees' Rights; nonassignment of contract; and miscellaneous. (MJM)

ED 087 328 HE 005 131 ME 005 131

Memorandum of Understanding between the Board of Trustees of the Community College of Baltimore and the Community College of Baltimore Faculty Federation, Local 1980 AFT, AFL-CIO through June 30, 1974.

Baltimore Community Coll., Md.

Pub Date 73

Pub Date 73 Note-35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, Collective Bargaining, Collective Negotiation, College Faculty, Fringe Benefits, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, Teacher Salaries, *Teacher Welfare Identifiers—American Federation of Teachers,

*Community College of Baltimore This agreement between the Board of Trustees

of the Community College of Baltimore and the Community College of Baltimore Faculty Federation, Local 1980 AFT, AFL-ClO covers the period of July 1, 1973 through June 30, 1974. Articles of the agreement cover union recognition and definitions, union-board relations, union activities, academic freedom and nondiscrimination. grievances, insurance and fringe benefits, condi-tions of employment, leaves, salary and rates of pay, scope of the agreement, conformity to lawsavings clause, no-strike or lockout, management rights, duration of the contract, and procedures for future negotiations. (MJM)

ED 087 329 HE 005 132 Polytechnic Institute of Brooklyn Agreement 1971-74.

Brooklyn Polytechnic Inst., N.Y. Pub Date I Sep 71

Note-37p. EDRS Price MF-\$0.65 HC-\$3.29

Negotiation, *Higher Education, *Negotiation Agreements, Teacher Retirement, *Teacher Welfare, *Tenure Identifiers—AAUP, American Association of

University Professors, *Polytechnic Institute of

Brooklyn

This document contains the agreement between the Polytechnic Institute of Brooklyn (PIB) and the American Association of University Profes sors, PIB Chapter, covering the period from September 1, 1971 through May 31, 1974. Covered in the articles of the agreement are sections on appointments, promotions, tenure, teaching load, compensation, leaves of absence, retirement, services and facilities, personnel data and files, collections and accompany and dispute continuous contents. lective bargaining and dispute settlement procedures. The appendices include the certification of representatives and tenure and reappointment provisions. (PG)

HE 005 133
1972-73 Agreement Between Board of Junior College District No. 532 County of Lake and State of Illinois and College of Lake County Local United Professions Association.

Lake County Coll., Grayslake, Ill.
Pub Date 72

Note-50p. EDRS Price MF-\$0.65 HC-\$3.29

Procedures, *Higher Education, *Negotiation Agreements, *Teacher Salaries, *Teaching Benefits, Tenure

Identifiers—*College of Lake County
Presented in this document is the agreement between the Board of Junior College District No. 532 County of Lake and State of Illinois and the College of Lake County Local United Professions Association for the period from 1972-73. Covered in the articles of agreement are sections on negotiation procedures, leaves of absence, school calendar, use of school facilities, tenure. salary schedule, and teaching benefits. (PG)

Agreement Between Community College of Beaver County and Community College of Beaver County Society of the Faculty (PSEA/NEA). September 1, 1972 to August 31, 1974.

Beaver County Community Coll., Monaca, Pa.

Pub Date 1 Sep 72

Note—50p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, Collective Bar-gaining, *Community Colleges, *Grievance Procedures, *Higher Education, *Negotiation Agreements, *Teacher Salaries, Teacher Wel-fare, Teaching Benefits, Tenure

Identifiers—Community College of Beaver County, Pennsylvania State Education Association

This document contains the agreement between the Community College of Beaver County and the Community College of Beaver County Society of the Faculty for the period from September 1, 1972 through August 31, 1974. Contained in the articles of the agreement are sections covering academic freedom, grievance procedures, rights of faculty, use of college facilities, rights of the college, classroom observations, personnel files, renewals, tenure, promotions, leaves of absence, college schedule, teaching load, librarian duties, salaries, fringe benefits, retirement, and tuition reimbursement. (PG)

Agreement Between the Board of Trustees of Mid-dlesex County College and the Faculty Or-ganization of Middlesex County College Local 1940, (AFK-CIO) 1972-1974.

Middlesex County Coll., Edison, N.J.

Pub Date 1 Jul 72 Note-39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, Faculty, Grievance Procedures, *Higher Education, *Negotiation Agreements, Personnel Policy, Teacher Welfare, *Teaching Benefits. Benefits

Identifiers-*Middle County College

This document presents the agreement between the Board of Trustees of Middlesex County College and the Faculty Organization County College for the period from July 1, 1972 through June 30, 1974. The articles of the agreement cover rights of the union, rights of the faculty, conditions of the period for the pe tions of employment, faculty benefits, professional behavior, grievance procedure, changes in policy and pay positions, salary, work load, class size, fringe benefits, and the academic calendar. Appendices contain faculty-administration con-tract agreement form, calendar for contract personnel, and parking allotments. (PG)

HE 005 136 ED 087 333 Agreement Between the State of New York and the Senate Professional Association. State Univ. of New York, Albany.

Pub Date 1 Jul 71

Note-28p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Freedom, Collective Bargaining, "Collective Negotiation, Grievance Procedures, "Higher Education, Leave of Absence, "Negotiation Agreements, "Teacher Salaries, "Teaching Benefits Identifiers—"State University of New York Presented in this document is the agreement between the state of New York and the Senate Professional Association of the State University of New York for the period from labs."

Protessional Association of the State University of New York for the period from July 1, 1971 through June 30, 1974. The articles of the agreement include academic freedom, grievance procedures, salary schedules, benefits, appointments, leaves of absence, holidays, and personal rights, and personal billities. The appointments of the protection of the processing th rights and responsibilities. The appendices in-clude the public employment relations board, and the certification of the representative and order to negotiate. (PG)

ED 087 334 Collective Bargaining Agreement. Association of Pennsylvania State College and University Faculties - Pennsylvania Association for Higher Education (APSCUP/PAHE). Commonwealth of Pennsylvania. November 2, 1971 to August 31, 1974. Pennsylvania State Governor's Office, Harrisburg. Pub Date 2 Nov 71

-56p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MP-30.65 HC-35.29
Descriptors—Academic Freedom, *Collective
Bargaining, *Contracts, Grievance Procedures,
*Higher Education, *Negotiation Agreements,
Teacher Evaluation, *Teacher Salaries,
Teacher Welfare, Teaching Benefits, Tenure
Heattifage, ApsCript Association, Pennsylvania

Identifiers—APSCUP, Association Pennsylvania State Coll Univ Faculties, PAHE, *Pennsyl-Pennsylvania Association for Higher

Education

Education
Presented in this document is the collective
bargaining agreement between the Association of
Pennsylvania State College and University Facultics, Pennsylvania Association for Higher Education and the Commonwealth of Pennsylvania for
the period from November 2, 1971 through August 31, 1974. Contained in the articles of the agreement are sections covering academic freedom, duties and responsibilities of faculty members, grievance procedures, duties of department chairmen, appointment of faculty, evalua-tion procedures, tenure, promotions, leaves of absence, retirement, salaries, fringe benefits, summer employment, workload and renewals and nonrenewals. (PG)

ED 087 335 HE 005 138 Collective Bargaining at City University? -- Issues and Procedures. City Univ. of New York, N.Y.

Note-8p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, Elections, *Higher Education, Negotiation Agreements, Teacher Responsi-bility, Teacher Welfare, *Unions, Voting Identifiers—*City University of New York, CUNY, PERB, Public Employment Relations

To aid the faculty of the City University of New York (CUNY) in determining if they wish to be represented by either of two exclusive collective bargaining agencies or to maintain professional self-representation is the purpose of this report. Unionization and collective bargaining are relatively new concepts in American education, but being one of the largest state university systems in the country, the results of the City University election are of critical importance. This review covers the significance of the elec-tion, the Taylor Law (Public Employees Fair Employment Act), the importance of determining bargaining agents, the possibility of a run-off election, a description of dual voting and collective bargaining, the scope of the bargaining issues, and finally, the importance of every faculty member voting. (Author/PG)

ED 087 336 HE 005 139 Agreement Between the District 9 Area Board of Vocational, Technical and Adult Education and the American Federation of Teachers Local 212, WFT, AFL-CIO, January 1, 1972 - June 30, 1973.

Milwaukee Area Technical Coll., Wisc.

Pub Date 1 Jan 72 Note-28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom,
Bargaining, *Contracts, *Higher
Leave of Absence, *Negotiation Agreements,
Teacher Evaluation, *Teacher Salaries,
Teacher Tension (*Teacher Salaries, Teacher Evaluation, *Teacher Salaries, Teacher Welfare, Teaching Benefits, Teaching Identifiers-AFT, *American Federation of

Teachers

Teachers
Presented in this document is the agreement between the District 9 Area Board of Vocational, Technical and Adult Education and the American Federation of Teachers for the period from January 1, 1972 through June 30, 1973. Contained in the articles of the agreement are sections covering hours and working conditions, grievance procedures, salaries and professional growth, insurance, pension, leaves of absence, teacher evaluation, academic freedom, publication rights, safety and health, union activities, and tion rights, safety and health, union activities, a the school calendar. The appendices include the salary classifications and determinations. (PG)

HE 005 140 Collective Bargaining Agreement Between the Community College of Allegheny County and the American Federation of Teachers. Local

2067 AFL-CIO. October 1, 1972 through August 31, 1974. Allegheny County Community Coll., Pittsburgh,

Pub Date 1 Oct 72

Note-33p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, *Collective Bargaining, *Contracts, Grievance Procedures, *Higher Education, *Negotiation Agreements, Teacher Evaluation, *Teacher Salaries, Teacher Helfare, Teaching Benefits Identifiers—AFT, American Federation of Teachers, *Community College of Allegheny County.

The collective bargaining agreement between the Community College of Allegheny County and the American Federation of Teachers for the period from October 1, 1972 through August 31, 1974 is contained in this document. Included in the articles of the agreement are sections cover-ing grievance procedures, management rights, ing grievance procedures, management rights, academic freedom, renewals and tenure, scheduling, vacations, fringe benefits, compensation, working conditions, tuition reimbursement, promotions, salary schedules, and evaluation procedures. The appendices contain functions and duties of the department head, south campus promotions and tenures, and science workload sessions. (2014)

HE 005 141 ED 087 338 Negotiated Agreement Between Fulmont Associa-tion of College Educators and the Board of Trustees of Fulton-Montgomery Community

Fulton-Montgomery Community Coll., John-stown, N.Y. Pub Date 1 Sep 73

Note-50p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, *Community Colleges, *Contracts, Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, *Teacher Salaries, Teacher Welfare, Teaching Benefits
Identifiers—*Fulton Montgomery Community

College

College
The negotiated agreement between the Fulmont Association of College Educators and the Board of Trustees of Fulton-Montgomery Community College for the period from September 1, 1973 through August 31, 1976 is presented. Included in the articles of the agreement are sections covering negotiation procedures, academic freedom, employment policies, leaves of absence, conditions of appointment, faculty governance, faculty loads, teaching benefits, salary schedules, and grievance procedures. (PG)

ED 087 339 HE 005 142 Agreement Between Bergen Community College Faculty Association and Bergen Community College Board of Trustees July 1, 1973-June

Bergen Community Coll., Paramus, N.J.

Pub Date 1 Jul 73 Note-52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, *Community Colleges, Contracts, Faculty Promotion, Fringe Benefits, Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, *Teacher Salaries, *Teaching Load, Tenure

Identifiers—*Bergen Community College
This agreement between the Bergen Community College Faculty Association and the Bergen Community College Board of Trustees covers the period of July 1, 1973 to June 30, 1976. Articles of the agreement cover definition of bargaining unit; understandings relative to the agreement; negotiations; Board rights and responsibilities; Association rights and responsibilities; calendar; individual contracts; salary; load; schedules; class size; fringe benefits; leaves of absence; consideration for appointment, reappointment, tenure, and promotion; personnel files; and grievance promotion; personnel procedures. (MJM)

ED 087 340 Agreement Between Bucks County Community College and Bucks County Community College Federation of Teachers Local 2238, America Federation of Teachers AFL-ClO 1973-1975.

icks County Community Coll., Newtown, Pa. Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, Collective Bar-gaining, Collective Negotiation, *Community Colleges, Contracts, Fringe Benefits, Grievance Procedures, "Higher Education, "Leave of Absence, "Negotiation Agreements, "Teacher Salaries, Tenure

Identifiers—AFT, American Federation of Teachers, *Bucks County Community College This agreement between the Bucks County Community College and Bucks County Community College Federation of Teachers Local 2238, American Federation of Teachers AFL-ClO covers the years 1973 to 1975. Articles of the agreement cover recognition; fair practices; academic freedom; grievance procedure; renewals and tenure; released time; short-term absences; field trips; professional and educational con-ferences; personnel file; institutional participa-tion; college calendar, leaves; salary, rank, and promotion; course preparation; benefits; seniority, transfers, and displacement; totality of agreement; agreement against strikes and lockouts; separa-bility; and term of agreement. (MJM)

ED 087 341 HE 005 144 Agreement Between Central Michigan University and Central Michigan University District of Michigan Association of Higher Education. Central Michigan Univ., Mount Pleasant.

Pub Date 30 Mar 70 Note-24p.

Available from—Office of the Vice President for Public Services, Central Michigan University, Mt. Pleasant, Michigan (\$0.50) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Collective Bargaining, Negotiation, Contracts, *Faculty Promotion, Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, Teacher Salaries, Teaching Load, *Universities, Working Hours
Identifiers—*Central Michigan University

This document presents the agreement between the Central Michigan University (CMU) and Central Michigan University, District of Michigan Association of Higher Education. The agreement covers the purpose and intent, recognition, aid to other collective bargaining agents, deduction of district dues and initiation fees, special conferences, grievance procedure, off-campus courses, correspondence courses, teaching opportunities in addition to semester teaching, mini teaching load and related responsibilities, academic year, university calendar, professional awards and distinguished professorship, sabbatical leaves, sick leave, funeral leave, necessity leave, life insurance, disability income benefit, retirement, retirement benefit, fee remission, hospital and surgical insurance, vacations, accident in-surance, conference for assistance to nontenured members, promotions, salary, strikes, validity, effective dates, contract documents, supplemental agreements, termination of agreement, letters of agreement, and an overview of CMU.

ED 087 342 HF 005 145 Agreement between the Faculty Senate and Board of Trustees of Glen Oaks Community College, 1973-1974.

Glen Oaks Community Coll., Centreville, Mich.

Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Collective Bargaining, Collective Descriptors—Collective Barganning, Collective Negotiation, College Faculty, *Community Colleges, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, Teacher Salaries, *Teaching Load Identifiers—*Glen Oaks Community College

This negotiation agreement between the faculty senate and board of trustees of Glen Oaks Community College covers the period, 1973-74. Articles of the agreement cover recognition, board of trustees relationship, condition of employment, continuity of employment, staff reduction, teaching facilities, summer and extra-contractual teaching, professional compensation, leaves of absence, fringe benefits, grievances, division chairmen, faculty-administration communications, teaching loads and assignments, miscellaneous provisions, and duration of agreement. Appen-dices cover the salary schedule and extra-contrac-

HE 005 146 ED 087 343 ED U87 34-3

Collective Agreement by and between the Board of Trustees of the Burlington County College and the Burlington County College Faculty Association, July 1, 1972 to June 30, 1974.

Burlington County Coll., Pemberton, N.J.

EDRS Price MF-\$0.65 HC-\$3.29

Bargaining, Collective Negotiation, Collective Faculty, Fringe Benefits, *Grievance Procedures, *Higher Education, *Negotiation Agreements, Teacher Evaluation, *Tenure Identifiers—*Burlington County College Activities of the agreement Court recognition of

Articles of the agreement cover recognition of employee representative; negotiation procedures; management rights and responsibilities; associa-tion rights and responsibilities; appointment, re-tention, and evaluation of instructional staff; conditions of employment; faculty benefits; academic freedom and tenure; instructors' rights and responsibilities; grievance procedure; personnel files; and a summary of agreement. (MJM)

ED 087 344

HE 005 151

Ball, Klonda Marlene Wurster, Stanley R.
An Exploration of Factors Related to Fear of
EF500 Research Methods as Expressed by Graduate Students at Arizona State University, Summer School, 1973. Pub Date 73

-68p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Fear, "Graduate Students, "Higher Education, "Psychological Patterns, Research Projects, "Student Attitudes Identifiers—"Arizona State University

This study: (1) determines and quantifies the degree of fear expressed by graduate students at Arizona State University toward a research methods course (EF 500); identifies graduate students who indicate a high measure of anxiety for EF 500; and (3) compares them with students in whom measured fear is expressed to a low degree, is absent, or is denied. One hundred and eighteen graduate students were administered an attitude scale with five positions of equal value used to determine the degree of fear. Results indicated: (1) males and females showed little difference in fear expressed toward the course; (2) no significant differences were found between the older and younger students; (3) elementary and secondary teachers expressed no mean fear dif-ferences of significance; (4) the significance in differences between those in education and others may be related to the "person-oriented, thing-oriented concepts"; (5) the difference in fear expressed was not significant between those who had many graduate hours and those who had few; and (6) there was no significant difference shown between teachers who had little or a great deal of experience. (MJM)

ED 087 345 HE 005 159 Collective Bargaining Agreement By and Between the County of Eric and the Faculty Federation of Eric Community College. Eric Community Coll., Buffalo, N.Y.

Pub Date 73

Note-40p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, *Community Colleges, Contracts, Fringe Benefits, *Governance, *Grievance Procedures, *Higher Education, Leave of Absence, *Negotiation Agreements, Teacher Responsibility, Tenure Identifiers—*Eric Community College

This document presents the collective bargaining agreement by and between the County of Erie and the Faculty Federation of Erie Community College. The agreement encompasses a statement of purpose; legislative review; recognition; definition; position definitions; management rights; federations-administration relations; dues checkoff and authorization; bulletin board post-ing; federal business meetings; federal security; no strike pledge; working conditions; leaves fringe benefits; tenure; permanent and term appointment; grievance; governance; discipline/dismissal; salary; faculty responsibilities; discipline/dismissai; saiary; faculty responsibilities; avings clause; and effective date and term. Appendices include salary schedules, the calendars for academic year day college and the academic year for division of continuing education. (MJM)

ED 087 346 HE 005 160

Collective Bargaining Agreement University of Delaware and American Association of Universi-ty Professors University of Delaware Chapter. Delaware Univ., Newark.

Pub Date 9 May 73

Note—14p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Contracts, Fringe Benefits, *Grievance Procedures, *Higher Education, *Negotiation Agreements, *Teacher Salaries, Teaching Load, *Universities, Working Hours Identifiers—AAUP, American Association of University Professors, *University of Delaware This Collective horsaining agreement is

This collective bargaining agreement is between the University of Delaware and the American Association of University Professors, University of Delaware Chapter. Articles cover agreement, purpose, recognition, AAUP membership, AAUP representatives and privileges, bargaining unit membership, union responsibilities, grievance procedure, personnel benefits, nondis-crimination, faculty workload, salaries, totality of agreement, precedence of laws, maintenance of actices, term of agreement, and effective date.

Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors.

Wayne State Univ., Detroit, Mich. Pub Date 1 Jul 72

Note-56p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Contracts, Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Salaries, *Universities

Identifiers—AAUP, American Association of University Professors, *Wayne State University This agreement between Wayne State University ty and the Wayne State University Chapter of the American Association of University Professors covers the academic years July 1, 1972 to June 30, 1974. Articles of the agreement cover recognition and description of unit; personnel classification; administration rights; association rights; association privileges; deduction of association dues and fees; past policies; nondiscrimination; no strike/no lockout; lay-off and recall procedures; participation in association activities; compensation; leaves of absence; fractional-time employees; administration-association meetings; administration of agreement; grievance procedure; selection advisory committees; validi-ty; duration of agreement and cessation of bargaining; continued negotiations on tenure and promotions and appointments; and letters of agreement. (MJM)

ED 087 348 HE 005 162 [The 1973-74 Faculty Agreement at Oakland University.]
Oakland Univ., Rochester, Mich.

Pub Date 73

Note-6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Higher Education, *Negotiation Agreements, *Research cation, *Negotiation Agreements, *Research Needs, *Salaries, *Universities Identifiers—AAUP, American Association of University Professors, *Oakland University

This document presents amendments to the greement between the Board of Trustees of Oakland University and the Oakland University Chapter of the American Association of University Professors. Two major amendments cover salaries or awards and research funds. For the agree-ment, see HE 005 147. (MJM)

HE 005 163 Contractual Agreement Between the Board of Ju-nior College District No. 506 and Sauk Valley

College Faculty Association. Sauk Valley Coll., Dixon, Ill. Pub Date 24 Jul 72

Note-47p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-\$3.29
Descriptors—Academic Freedom, Collective Bargaining, Collective Negotiation, Contracts, Fringe Benefits, "Grievance Procedures, "Higher Education, "Junior Colleges, Leave of Absence, "Negotiation Agreements, "Tenure Identifiers—"Sauk Valley College

This document presents the contractual agreement between the Board of Junior College District No. 506 and Sauk Valley College Faculty Association. Articles of the agreement cover recognition procedures, agreement, appeal procedures, no-strike clause, faculty personnel policies, faculty tenure policy, academic freedom, criteria for selection and promotion of professional staff, criteria for recruitment and selection of administrative staff, types of appointments, evaluation policies and procedures, change in status, termination of term appointments, termination of continuing appointments, cancella-tion of classes and/or duties; professional grievance procedure, resignations by advance notice, leaves of absence, fringe benefits, associa-tion and professional instructional staff rights, professional compensation, 1972-73 salary schedule, effect of the agreement, and duration of the agreement. (MJM)

ED 087 350

Letter of Agreement: Faculty Reductions/Realloca-tions, Implementations and Effects on In-dividuals.

Central Michigan Univ., Mount Pleasant.

Pub Date 15 Oct 73

Note-8p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Disqualification, *Higher Education, *Negotiation Agreements,

Tenure, *Universities
Identifiers—*Central Michigan University and Central
Michigan University Faculty Association endorsed this statement on faculty reductions/reallocations, implementation and effects on in-dividuals. The purpose of this statement is to provide guidance on the matter of retrenchments (reductions/reallocation). (MJM)

ED 087 351 HE 005 166 Proposed Agreement Between the Hawaii Federa-tion of College Teachers and the University of Hawaii 1973-1976.

Hawaii Univ., Honolulu.

Pub Date 73 Note-74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Freedom, Collective Bar-gaining, Collective Negotiation, Contracts, "Grievance Procedures, "Higher Education, Leave of Absence, "Local Unions, "Negotiation Agreements, Teacher Salaries, Teaching Load, *Universities, Working Hours Identifiers-*University of Hawaii

The proposed agreement between the Hawaii Federation of College Teachers and the University of Hawaii covers the period 1973-76. Articles of the agreement cover recognition definitions; saving clause; entirety, modification and conflict; consultation; management rights; academic freedom; employment status; grievance grievance procedure; health and safety; workload; services; personnel files; sabbatical and study leaves; sick leaves, vacation leave; witness and jury duty; funeral leave; leave without pay; union rights; reduction in force; salaries; no strike or lockout; and term of agreement. (MJM)

ED 087 352 HE 005 167 Trustees/Faculty Federation Agreement Southeast-

ern Massachusetts University. Southeastern Massachusetts Univ., North Dartmouth.

Pub Date 73 Note-29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Contracts, Fringe Benefits, *Governance, *Grievance Procedures, *Higher Education, *Negotiation Agreements, Teacher Salaries, Teaching Load, *Universities, Working Hours ing Hours

Identifiers-American Federation of Teachers,

*Southeastern Massachusetts University This agreement is between the Trustees of Inis agreement is between the Trustees of Southeastern Massachusetts University and the Southeastern Massachusetts Faculty Federation Local 1895 American Federation of Teachers AFL-Clo. Articles of the agreement cover SMU Faculty Federation; recognition and definitions; SMU Faculty Federation, Trustees relations. SMU Faculty Federation-Trustees relations; academic freedom; democracy, and responsibility; Federation activities; governance and participa-tion in decisionmaking, appointments; salary and fringe benefits; professional librarians; profes-

sional technicians; working conditions; contract stonal technicians; working condutions; contract renewal policy; tenure; promotion and salary in-creases; sabbatical leave; dismissal; grievance procedures; ratification of agreements; resolution of differences by peaceful means; management rights: provision for related issues; savings provision; and duration. Appendices include a tenure time schedule and tenure recommendation flow

ED 087 353 HE 005 171 Quindry, Kenneth E. Engels, Richard A. State and Local Revenue Potential 1972. Southern Regional Education Board, Atlanta, Ga.

Note-126p. EDRS Price MF-\$0.65 HC-\$6.78

EDRS Price MF-30.65 HC-56. 8
Descriptors—Educational Economics, *Educational Finance, *Higher Education, School
Taxes, *State Aid, *State Government, *State
Programs, Tax Allocation, Taxes
In the sixth annual Southern Regional Education, Reach problems of state and good Education.

in the sixth annual Southern Regional Educa-tion Board analysis of state and local revenue potential, the authors suggest that 1972 tax col-lections, here reported, represent a kind of watershed in revenue availability. The economic boom over the last two years has substantially removed the need for many states to consider new revenue measures. In fact, several states have reduced taxes. However, the economic book period is generally thought to be coming to an end in early 1974. The authors venture to predict a return to a period of revenue shortages that will last at least for the remainder of the 1970s. This report is intended for those who are responsible for maintaining an adequate flow of revenue at the state and local level. In their search for new revenue, states may simultaneously pursue objectives of developing more progressive tax systems in the interest of greater equity and adequacy in the financing of education and other public ser-vices. Statistical tables are presented. presented. (Author/PG)

Accredited Postsecondary Institutions and Programs 1972, Including Institutions Holding Preaccredited Status as of September 1, 1972.

Office of Education (DHEW), Washington, D.C. Pub Date 1 Sep 72 Note-203p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 1780-01103, \$2.00) EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Accreditation (Institutions), *Certification, *Higher Education, *Institutions, *Vocational Schools

This is the second annual edition of a list of postsecondary institutions and programs that are accredited by, or have preaccredited status awarded by, the regional and national specialized agencies recognized by the U.S. Commissioner of Education. In addition to the lists of postseconda-ry specialized and vocational institutions and institutions of higher education that have attained accredited status as of September 1, 1972, this publication includes those institutions or programs that have attained a praceredited status with the accrediting agencies having recognized procedures for assigning such status. Not included are lists of institutions that are approved, recognized, classified, or licensed by State agencies authorized to perform these functions. This publication is revised annually to record the changes that occur among the institutions and programs that are accredited or have a preaccredited status. (Author/PG)

Mass Higher Education: Some Perspectives From Experience in the United States. L'Enseignement Superieur de Masse: Quelques Perspective Ou-vertes par L'Experience des Etats-Unis. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74 Note-145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *Educational Objectives, *Educational Opportunities, Foreign Countries, *Higher Education, *Inter-national Education, *Universal Education Identifiers-*OECD

Policies for higher education are under active consideration in most countries. A major issue in such policies in the seventies will be the setting

up of structures adapted to a stage of development that has either been or is at the point of being reached in most countries, that of transition to mass higher education. To discuss a number of major issues related to policies for the future major issues related to policies for the nuture development of higher education systems, the Organization for Economic Cooperation and Development (OECD) organized a Conference on Future Structures of Postsecondary Education, that took place in Paris in June 1973. Higher officials responsible for education policy, including a number of ministers, attended the conference treather with teachers administrators and particitogether with teachers, administrators and participants from trade union and professional organizations. The central concern of the conference was to examine mass higher education in its main patterns and characteristics and to identify alterna-tive policy measures for facilitating the overall structural transformation of the system toward meeting its new objectives in the context of social and economic development. After the introduction, the document contains discussions concerning dimensions of higher education in the United States, education and career choice, and what the highly educated do and what they earn. Tables and charts contain information related to the text. The French text constitutes the second half of the document. (Author/PG)

HE 005 174

HE 005 174

Henry, David D.

The Academic Department and Educational
Change. Management Forum. Vol.2, No.3,
February 1974.

Academy for Educational Development, Inc., Washington, D. C. Management Div. Pub Date Feb 74

Note-4p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Administrator Responsibility, *Chief Administrators, *Departments, *Higher Education, School Organization

An important facet of governance and administration in a college or university is the role of the department chairman. This revised version of an address delivered at Memphis State University on 14 November 1973 directs attention to the wider role of department chairmen. The department chairman's primary duties should be: (1) representation of the department to the college or university; (2) representation of the adminis-tration of the college or university to the depart-ment; (3) exercise of leadership to provide analy-sis, options, and alternatives in the most important decisionmaking of the institution, that is, the selection and advancement of personnel; and (4) the persistent and careful sifting of departmental agenda, particularly items concerning program planning and effective performance. The author then presents some items for departmental agenda, including: (1) The department should clearly formulate its purpose as related to those of the institution; (2) Has the department considered its part in a 3-year degree program? (3) Is the department in a position to consider the advantages and possibilities of cooperative education? and (4) Is the department concerned about the literacy of its students? (Author/PG)

ED 087 357 HE 005 175

Wachman, Melvin
The Urban Involvement of Higher Education. Pub Date 1 Mar 74

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*City Problems, *Higher Education, *School Community Relationship, Speeches, *Urban Areas, *Urban Universities

Urban Areas, "Urban Universities Urban problems are enormously varied and they are related to every field of teaching and research in universities. There are few areas of liberal and professional training where the interests of the university and the needs of the city do not interrelate. It was to help answer these problems that the Urban Involvement of Higher Education Conference was held on March 1, 1974. This address from the conference is divided into 2 areas: the need for a new theoretical base for colleges and universities; and the relationship of the human make-up of education institutions to urban development. There are no institutions in the U. S. today that are closer to the total range of delivery systems--medicine, technology, associated health fields, law, communications, social work, education, recreation and culture--than the urban universities. For the university to be in-

volved in the urban community, the institution must recognize the multifaceted character of the community and the types of training and educa-tion that it is capable of offering. In order to interface successfully with the urban community, the institution will need to strengthen relationships with city government. (Author/PG)

ED 087 358 ummary of "The People and the University." A Conference to Initiate the Redirection of Priori-ties for University Research.

California Univ. Davis Pub Date 22 Jun 73

Note-40p.; Summary of Conference held on June 22, 1973 at the University of California,

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Agricultural Education, *Agriculture, Farm Management, Farm Occupations, *Higher Education, *Land Grant Universities, Poverty Research, *Rural Extension
"The People and the University of California, Davis, on June 22, 1973 was concerned with redirecting processing the content of the Content of

research priorities for land-grant schools, particularly work done by agricultural scientists. Also discussed were the social and human implications of the work being done in the colleges. The presentations at the conference were associated with family farms, organic farming, alternative approaches to marketing and consumer concerns, technologies that stress nonwasteful use of energy, and poverty programs. The workshop summaries include alternatives to agribusiness; alternative technologies, paths out of poverty, alternative markets, consumer needs, and economic aspects of farming. Comments are also included from university officials. The participants of the conference committee are listed. (Author/PG)

ED 087 359 HE 005 177

Coles, H. William Faulman, Jane Senior Survey 1972-1973.

State Univ. of New York, Buffalo.

Pub Date Jan 74

Note-69p.; Some pages of this document will

not reproduce clearly EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Higher Education, *Seniors, *Student Attitudes, *Student Characteristics, Stu-dent Experience, *Student School Relationship,

The fourth report of the Senior Survey series was initiated in 1069. Respondents were seniors expecting to graduate in spring 1972 (N=240) or spring 1973 (N=209); men outnumbered women, 263 to 186. With the exception of one page, the 1972 and 1973, 14-page questionnaires were identical. The data from the two years are combined in the report; statistical analyses revealed few differences between the responses of sex or year groups. Topics were: an assessment of their college experiences-courses, faculty, and various activities; problem areas; the ideal university; educational, curricular, and career plans; expected future activities; and expectations and preferences regarding some aspects of their life style. Conclusions included: (a) attending college was a generally positive experience for these respondents. They experienced both intellectual and personal growth, and they would have the ideal university continue to help students to grow in similar ways; (b) SUNY/B clearly had an impact on these seniors. Academic activities were among the most important contributors to their personal interpersonal, and intellectual growth. personal interpersonal, and interlectual growth.
The four other contributors of major importance (personal reading, friendships, meeting people, and informal, impromptu discussions) were no doubt facilitated by the social environment of the university, although the extent of the university's initiative in facilitating nonacademic experiences remains nuclear. (Author)

Lawyers for Texas. A study of Legal Education in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Report No-CB-SP-14 Pub Date Apr 73

Note-29p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *Higher Edu-cation, *Law Instruction, Law Libraries, *Law Schools, *Lawyers, *Professional Education

In response to requests from Texas institutions of higher education to establish additional legal education programs, the Coordinating Board, Texas College and University System in October Texas College and University System in October 1972, appointed two groups to undertake a cooperative study to assist in determining whether or not additional opportunities for legal education were needed in Texas and, if so, how that need could best be met. The four broad questions posed to committee were: (1) Is there a questions posed to committee were. (1) is there a need for more opportunities for legal education? (2) Does the State of Texas have need for more practicing attorneys and/or legally-trained per-sons? (3) What are the employment opportunities sons: (3) what are the employment opportunities for persons with legal education; and (4) What is the present cost of legal education and what would be the projected costs to the State for the expansion of legal education? To answer the broad questions the Coordinating Board had asked, the committee embarked on two major independent studies: (1) to determine how many qualified Texas residents are seeking admission to Texas law schools only to be denied, and (2) to determine the employment opportunities for graduates of Texas law schools, as perceived by members of Texas law firms. The committee als studies: costs of setting up law libraries, costs of law school facilities, status of parttime legal education, law courses offered outside law schools, and accessibility of legal assistance to the poor and the middle class. (Author/PG)

HE 005 180 Coordinating Committee on Women in the Histor-ical Profession. Courses in Women's History and Related Fields. Cumulative Listing. Bulletin

Pub Date 1 May 73

Note-21p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Curriculum Development, Females, *Feminism, *Higher Education, *Womens Education, *Womens Studies

This checklist is the sixth in a series and is an attempt to cumulatively list all courses in women's history and related fields offered at schools in the U. S. The entries are arranged alphabetically by school, with information about offerings in graduate and undergraduate fields with short explanations of courses where necessary. The information in this checklist covers the period from August 31, 1970 through May 1, periou 1973. (PG)

ED 087 362

Fink, Ira Stephen Cooke, Joan
Married Students: A Study of Decreasing Marriage Rates and Family Sizes at the University of California

California Univ., Berkeley. Office of the Pre-

Pub Date Mar 73

Note-71p. Available from—University of California, 207 University Hall, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Housing, Day Care Programs, *Educational Planning, *Higher Education, *Marital Status, *Marriage, School Community Relationship, *Student Needs

Married students constitute a significant proportion of University of California students-one out of two graduate and one out of ten undergraduate students are married. Yet, little is known of the particular needs of married students known of the particular needs of married students and changes in this segment of the University population. This paper is concerned with measuring the changing married student population at the University of California, changes resulting from both enrollment growth and alternative life styles. This study is intended to provide some benchmarks for measuring and forecasting the population impact of married students and their families on University communities. As noted in the report, in the past seven years there has been a gradual decrease in the percentages of students the report, in the past seven years there has been a gradual decrease in the percentages of students who are married and a sharp decrease in the family size of these students. This knowledge should serve as an early warning system for those concerned with developing housing, and with planning for community facilities such as schools and child-care centers. Knowing more about married students and their changing family sizes will ried students and their changing family sizes will help decisionmakers to be more responsibe to meeting their needs in campus/community planning. (Author/PG)

ED 087 363 HE 005 184 Nafziger, Dean H. And Others
Student-College Congruency as a Predictor of

Satisfaction. Johns Hopkins Univ., Baltimore, Md. Center for

Jonns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—RR-163

Pub Date Dec 73

Contract-NE-C-00-3-0115 Note-26n

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Educa-tion, Research Projects, *Student Attitudes, *Student College Relationship, *Student Needs Identifiers—MANOVA, *Self Directed Search

Hypotheses about person-environment con-gruency, consistency, and differentiation from Holland's theory of careers were tested. Subjects were 1,878 students from one college and one university who had been given the "Self-Directed Search" (SDS) before their freshman year followed by a satisfaction questionnaire at one or three years later. Two analyses were conducted. The first was a three-factor MANOVA with school, sex, and congruency level as the independent variables. The second was a four-factor MANOVA with school, sex, consistency, and dif-MANOVA with school, sex, commency, and en-ferentiation as independent variables. Three col-lege satisfaction measures were the dependent variables. Statistically significant main effects rege satisfaction measures were the dependent variables. Statistically significant main effects were found for school, sex, and congruency but not for consistency and differentiation. The results support Holland's congruency hypotheses but not the differentiation and consistency hypotheses. (Author)

Weidman, John C.

The Effects of Academic Departments on Changes in Undergraduates' Occupational Values. Final Report.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Bureau No—BR-I-E-111

Pub Date Feb 74 Grant—OEG-5-72-0010(509)

Note—174p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Change Agents, *College Faculty, *College Students, *Higher Education, *Occu-pational Aspiration, Research Projects, *Stu-*College Faculty, dent Teacher Relationship, Teacher Influence

This study is a secondary analysis of data from recent surveys of faculty and students in 89 American colleges and universities. It explores undergraduate socialization in academic departments, focusing on the impacts of student and faculty norms concerning the desirability of liberal vs. vocational education as outcomes of college, and primary social interaction among faculty and students. Covariance analysis is used raciuty and students. Covariance analysis is used to investigate five values similar to those in the Cornell Values Study. The findings indicate that departmental faculty contact is more consistently influential than peer ties, having similar, positive effects for both sexes on three of the five valueshelping others, creativity, career eminence. This suggests lower salience of peer influences in dertments relative to other college settings. Educational norms, while not as important as primary interaction, are more influential for men than women. When the joint effects of norms and social relationships are examined, faculty contact continues to be the most influential variable, re-gardless of norms. Only for women's creativity orientations is the strong influence of faculty con tact reduced by peer ties, regardless of those peers' norms. Findings are interpreted with respect to differential styles by sex of organizational behavior and their implications for un-dergraduate socialization. (Author)

ED 087 365 HE 005 186

Parker, Garland G. College and University Enrollments in the United States. ACT Special Report Eight. American Coll. Testing Program, Iowa City,

Iowa. Report No-SR-8

Pub Date 73

Note—18p.
Available from—ACT Publications, P. O. Box
168, lowa City, lowa 52240 (\$2.00)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, Colleges, *En-rollment Projections, *Enrollment Trends, *Higher Education, *Post Secondary Educa-tion, *Student Enrollment, Universities

This document presents some facts, interpretations, trendline indications and opinions on post-secondary/collegiate enrollments in America. Following introductory material, freshmen enroll-ments, enrollment trends, brief comments upon those developments, and factors to consider in the future are discussed. (MJM)

ED 097 366 HE 005 187

Plancleroad, Fred F., Ed.

Planning for State Systems of Postsecondary Education. ACT Special Report Six.

American Coll. Testing Program, lowa City,

Report No-SR-6

Pub Date 73

Note—85p.; Papers presented at an invitational seminar for administrators of statewide boards seminar for administrators of statewide boards and commissions of higher education, Colorado Springs, Colo., 1972 Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Educational Administration, *Educational Finance, *Educational Planning, *Higher Education, * Secondary Education, *Statewide Planning

Six papers were presented at an invitational seminar for administrators of statewide boards and commissions of higher education concerning planning for state systems of post secondary edu-cation. The topics cover planning: a basic responsibility for a state system; development and imnear, short, and long-term planning: exercises of near, short, and long-term planning; exercises of reason and necessity; encouraging innovation through long-range planning; state plans for direct financial aid to students; and the economic base for statewide systems planning: the nature of the problem. (MJM)

ED 087 367

Kazlo, Martha P. Hardwick, Mark W.

References on Commuting Students.

Maryland Univ., College Park. Office of Com-

muter Services Report No-CRR-2-73

Pub Date 73

Note-6p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *College Students, *Commuting Students, *Higher Education, *Student Needs

This 64-item bibliography provides references about commuting students. Citations are listed alphabetically by author. (MJM)

ED 087 368 HE 005 189 Hardwick, Mark W. Kazlo, Martha P.

Designing and Implementing a Commuter Services
Program: A Model for Change.

Maryland Univ., College Park. Office of Com-

muter Services.
Report No—CRR-3-73

Pub Date 73

Note-18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Commuting Students, Educational Facilities, *Higher Education, Program Descriptions, *School Services, *Student Transportation

vices, *Student Transportation Identifiers—*University of Maryland This report outlines the major purposes, goals, staffing and future functions, organization staffing and future directions of the Office of Commuter Services at directions of the Office of Commuter Services at the University of Maryland, College Park. It is a description of what presently exists and what needs to be done. Appendices include job descriptions, commuter utilization of selected services on campus, evaluation forms and an offcampus housing questionnaire. (MJM)

ED 087 369 HF 005 191 Policies and Procedures Handbook, 1973 Edition. Commission on Higher Education, Newark, N.J. Middle States Association of Colleges and Secondary Schools. Pub Date 73

Note-85p

Available from-Commission on Higher Educa-Available from—Commission of ringer Educa-tion, Middle States Association of Colleges and Secondary Schools, Gateway One, Raymond Plaza West, Newark, N. J. (\$1.25) EDRS Price MF-\$0.65 HC-\$3.29 Descriptors-*Accreditation (Institutions), *Edu-Descriptors—"Accreditation (institutions), "Edu-cational Policy, "Higher Education, "Organiza-tions (Groups), "Program Descriptions Identifiers—Commission on Higher Education,

*Middle States Association

This handbook presents in summary form descriptions of the Middle States Association, the Commission on Higher Education and its or-ganization, a statement of the Commission's funcganization, a statement of the Commission's func-tions and working philosophy, brief sections on accreditation and the accrediting process, and a set of major policy statements adopted by the Commission and by the Federation of Regional Accrediting Commissions of Higher Education (FRACHE). In addition to the presentation of Commission policies, practices, and procedures, come of the position appears and great by the some of the position papers endorsed by the Commission are included. A tear-out document order form at the end of the handbook contains a full list of the Commission's publications. (Author)

ED 087 370

HE 005 193 WICHE Annual Report 1973: A Report to the Governors, the Legislators, and the People of the 13 Western States.

Western Interstate Commission for Higher Education, Boulder, Colo. Pub Date Jan 74

Note-23p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Resources, *Higher Education, *Historical

Resources, "Higher Education," "Historical Reviews, "Organizational Development The Western Interstate Commission for Higher Education (WICHE) Annual Report for 1973 presents a brief history of WICHE. The report is presented as an informal narrative that would try earthy the spirit of the times and of the search to catch the spirit of the times and of the people involved. A summary of cash receipts and disbur-sements for the year ended June 30, 1973 and a listing of WICHE publications, programs and staff members, and public and private granting agen-cies are included. (MJM)

HE 005 199 ED 087 371 The Out-of-State Student and Regional Coopera-tion. Issues in Higher Education, Number 7,

Southern Regional Education Board, Atlanta, Ga.

Pub Date 74

Pub Date 17
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Age, *College Students, Cooperative Planning, Educational Needs, Educational Policy, *Higher Education, *Nonresident Students, *Residence Require-

Legislation lowering the legal age of majority and decisions of U. S. courts in recent cases involving student residency are having reverberating effects upon postsecondary education throughout the nation. This document reviews the policies and means of Southern institutions for dealing with the admission of nonresident students and calls attention to reciprocity arrange-ments and other forms of cooperation that can lead to greater sharing of regional resources, greater cost efficiency and improved access to educational programs. (MJM)

ED 087 372

HE 005 200

Merrow, John, Comp.
Viewpoints II: Contemporary Educational Issues.
Reports of Educational Staff Seminar Programs
1973.
George Washington Univ., Washington, D.C. Inst.
for Educational Leadership.
Pub. Duc. 73

Pub Date 73

293p EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-30.65 HC-39.87
Descriptors—*Early Childhood Education, *Educational Finance, Educational Technology, Educational Testing, Exceptional Child Education, *Governance, *Higher Education, *Post Secondary Education, Seminars

Secondary Education, Seminars
The activities of the Educational Staff Seminar
of The George Washington University are
described for 1973 in reference to schools and
colleges, other learning communities, children,
governments and governance, learning and books,
and testing and technology. Chapter I discusses
fraud in the schools, graduate and professional
education, and vocational-technical education.
Chapter II reviews Supraces relabilitation prison Chapter II reviews Synanon, rehabilitation, prison education, informal education in Boston, and financing a nontraditional educational institution. Chapter III discusses early childhood development, gifted children, the education of the gifted and talented in Philadelphia, the federal role in the education of the handicapped, and education in institutions for the retarded. Chapter IV reviews school finance, alternative roles for the federal government in school finance reform, federal categorical programs, decentralization, federal-state relations and the federal role, discretionary funds, state legislatures, and black politi-cal power. Chapter V presents discussion with various authors. Chapter VI reviews cable television, testing programs, and technological advances. (MJM)

ED 087 373 HE 005 205

Warren, Jonathan R.
Types of University Governing Boards. Pub Date 21 Jan 74

Note-10p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1974
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Educational Pol-icy, *Governing Boards, *Higher Education, *Interest Research, *Trustees, Universities Research

Multidimensional scaling of the decision patterns of 20 university boards of trustees placed them on two dimensions that differentiated among boards showing the following general patterns: (1) decisions concentrated on highly specific personnel matters; (2) decisions spanning a range of policy levels, from those setting broad policy through management decisions establishing administrative practices to highly specific administrative decisions, but concentrated on matters concerned with the physical plant and business and finance; and (3) decisions spanning all levels of policy and concerned with a wide range of topics other than the ones that typically absorb the attention of boards of trustees. (Author)

HF 005 206

Haines, Michael F.

The Uses of Knowledge as Determinants of College Curriculum. Pub Date 74

Note-18p.; Paper presented at the 1974 annual meeting of the American Educational Research Association, Chicago, Illinois, April 15-19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Curriculum Development, *Higher Education, Instructional Programs, *Knowledge Level, Research Projects, *Teaching Methods

This study determines the preferences of college teachers for the associative, replicative, interpretive, and applicative uses of knowledge. Those preferences are seen as inputs to t curriculum development system and their relationship to outputs, curriculum and instruction decisions, are shown. Adherents of the generalist (associative and interpretive) uses over the specialist (replicative and applicative) uses state they rely less on traditional modes of instruction. Generalists more than specialists identify themselves as generalists, stress general goals, and support interdisciplinary courses and programs. The discipline of the teacher is a significant independent variable while institution type is not. (Author)

ED 087 375

HE 005 207

Profiles of U. S. Medical School Faculty, Fiscal Year 1971. Resources Analysis Memo No. 13, October 1972. National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch. Report No-Memo-13

Pub Date Oct 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Educa-tion, *Medical Education, *Medical Schools, Research Projects, Statistical Data, *Teacher Characteristics

This publication presents a series of national profiles of salaried medical school faculty. It covers the faculty's demographic characteristics, major areas of professional activity, recent employment history, sources of recruitment, and volunteer service. (Author) ED 087 376 IR 000 028 Hess, Donald C. Granite School District Case Presentation; VIDCA

Granite School District, Salt Lake City, Utah.

Pub Date 73

Pub Date 73
Note—8p.; Paper presented at the International
Market for Videocassettes and Videodisc Programs and Equipment, VIDCA (Paris, France,
September 28 through October 3, 1973)
EDRS Price MF-50.65 HC-\$3.29
Descriptors Case Swider (Education) Cost Ef-

Descriptors—Case Studies (Education), Cost Effectiveness, *Educational Specifications, Educational Television, Elementary Grades, Films, canonal retrevision, Elementary Grades, Finns, Information Systems, Instructional Films, In-structional Materials, Instructional Materials Centers, *Instructional Media, Secondary Grades, *Video Cassette Systems, Video Tape

Recordings
An outline of an instructional media project for grades Kindergarten through 12 is presented. The author describes the major steps involved in the program by which educational television (ETV) productions and 16mm films were transferred to videotape cassettes so that they could be used more easily to enrich curriculum and to support library and ETV services. Included in the outline are a listing of the general educational specifications for instructional media, an overview of a conceptual approach to an integrated information system for school systems, and a series of questions and answers relating to the use of instructional media in the schools. (LB)

McGinnis, N. P.

Macro-Graphics for the 1500 System.

Alberta Univ., Edmonton. Div. of Educational

Pub Date Aug 72 Note—20p.; Paper presented at the ADIS Conference (Cap-Rouge, Quebec, Canada, August 8 through 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Computer Graphics, Computer Programs, Computer Science, *Display Systems, Higher Education, Instructional

play Systems, Higher Education, instructional Systems, Programing, Systems Development, Technological Advancement, Time Sharing Identifiers—Cathode Ray Tube, Coursewriter, CRT, Dictionary Graphic Capability, DRAW, IBM 1500, *Macro Graphic System, Universal

Dictionary

The 1500 System allows only a restricted number of dictionary-graphic areas in core. To solve the practical problems thereof, the Division of Educational Research Services at the University of Alberta attempted to use a universal dot dictionary, but this solution was not feasible for two reasons: Coursewriter input cannot exceed 250 characters per statement and a dot dictionary is a combersome solution for authors. An empha sis therefore was put on developing the Macro-Graphic System. This system has two most important features. They are: 1) any graphic display can be set up on the CRT without the need for dictionary core-areas as set up in the 1500 System; 2) it is easier for an author to learn to System; 2) it is easier for an author to learn to use this system than it is for him to master the existing 1500 dictionary graphic system. In addition, more courses can be supported simultaneously on this system. A Coursewriter course, called DRAW, along with two special purpose functions DRAWX and DRAWY have been developed to prepare macro-graphics. (CH)

ED 087 378

Kirkorian, Donald G.

An Investigation of Teacher Attitudes Toward Closed Circuit Television in the Fremont Union High School District, Sunnyvale, California.

Fremont Union High School District, Sunnyvale, California.

Calif. Pub Date Mar 71

Pub Date Mar 7.

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Closed Circuit Television, Educational Television, *Instructional Television, Questionnaires, Secondary School Teachers, Sex Differences, *Teacher Attitudes, Teaching Experience, Television Research

Identifiers-*Freemont Union High School Dis-

The purpose of the study described here was to 1) investigate teacher attitude toward the present state of closed circuit instructional television as revealed through a questionnaire administered in the Fremont Union High School District; and 2) the Fremont Ontol Prign School District, and 2) to make recommendations that would encourage greater utilization of this medium. Responses to the 23-item questionnaire were obtained from 79 percent of the 150 teachers sampled. Highly favorable statements were: 1) a function of TV in the classroom is the improvement of instruction;
2) there are some courses being taught that would be more effective if some units were sup-plemented by TV; 3) TV teaching guides explain-ing content, suggested uses, etc., should be ing content, suggested uses, etc., should be available on all video taped programs and telelessons. Highly unfavorable statements were: 1) TV utilization limits and reduces the curriculum; 2) we should have one TV studio at the district rather than one at each school; 3) TV in our school impairs the normal teacher-student relaschool impairs the normal teacher-student rela-tionship. Most other statements fell into an "un-certain" category. Significant differences between sexes, ages, schools, and teaching experiences were observed for some statements. On the basis of the results, 11 specific recommendations were made. (CH)

ED 087 379 IR 000 069 Report of Research Workshop on Television and Social Behavior, Washington, D.C., May 31 Through June 1, 1972. National Inst. of Mental Health (DHEW),

Bethesda, Md.

Pub Date 72

Note-13p.; Not available through EDRS due to

marginal legibility of original document Available from—National Institute of Mental Health, 9000 Rockville Pike, Bethesda, MD

Document Not Available from EDRS.
Descriptors—Advisory Committees, Aggression,

Descriptors—Advisory Committees, Aggression, Anti Social Behavioral Science Research, Conference Reports, "Programing (Broadcast), "Research Needs, Social Behavior, Social Sciences, "Television, "Televi-sion Research, Television Viewing, Violence Identifiers—National Institute of Mental Health, "Surgeon Generals Report Television Social Behavior

A group of social scientists met to advise the National Institute of Mental Health on how best National Institute of Mental Health on now best to follow up on the work of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Participants were asked to: 1) define research issues and approaches, 2) identify means for conducting research, and 3) provide guidance and specific recommendations for future work. The most significant of the security resource that the provided successions of the security of the s inficant of the group's recommendations included the following: 1) research should emphasize theoretical bases and conceptual structures; 2) studies of the long-term impact of televised violence and aggression are needed; 3) investiga-tions of television's determination of social relationships and racial and sexual stereotyping should be conducted; 4) inquiry into television's influence on non-aggressive behavior should be carried out; 5) social scientists should work to effect changes in television programing content, variety and standards; and 6) already completed research should be better exploited, disseminated and communicated, both among professionals and to the public in general. (PB)

O'Sullivan, D. F. Hall, F. J.
Short Feasibility Study on Using the Post Office
Telex Network for On-Line Computer Information Retrieval.

Queen's Univ., Belfast (Northern Ireland). Dept. of Computer Science. Report No-SR-3

Pub Date Jan 72

Note-63p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, Cost Effectiveness, *Equipment Evaluation, *Feasi-bility Studies, Information Networks, *Informa-

Identifiers-Great Britain, Teletypewriter, *Telex,

United Kingdom

In 1972 there were 33,000 Telex installations in the United Kingdom with 240,000 predicted by 1983. The feasibility of using these Telex systems for on-line accession of computer based informa-tion systems was investigated in this report. Com-parisons between the Telex system and the Teletypewriter or Teleprinter system now in use reveal that the costs of the Telex system are less than the Teleprinter system. However, the Telex system is one third slower and more errors result. Other features such as computing costs, data retrieved and types of messages are comparable. An examination of technical aspects show that the difficulties are not unsurmountable. Ap-propriate hardware is available, but existing software would need to be modified. It is recom-mended that the feasibility of using the Telex system be further investigated in a real experi-ment. Appendixes contain the character code used by the Telex system, the Teletypewriter system and other systems, a proposed Telex out-put interchange set, a data bank interchange set, sample enquiries on the Telex and Teletypewriter system with speed comparisons and data on costs.

ED 087 381 IR 000 099 Grubb, Ralph E.
A Design Language for Computer-Assisted In-

Pub Date 72

Available from—Albert E. Hickey Associates, 42 Pleasant Street, Newburyport, Massachusetts 01950 (\$10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Comparative Analysis, *Computer Assisted Instruction, Computer Programs, Educational Research, English, *Instructional Design, Instructional Programs, Instructional Systems, Instructional Technology, *Language, Language Classifica-tion, Organization, Reinforcement, Response Mode, Systems Approach

As a first step in a systematic approach to instructional design, an attempt is made to develop public linguistic systems which would permit a designer to communicate with his colleagues. Abstracting general principles of design from fields other than education, an organized body of instructional design concepts emerges. These concepts are then used to decompose the contexual requirements normally found in a CAI program The instructional elements found in an analysis of a series of recursive questions cluster into six major factors: control, organization, outcomes, reinforcement, display, and response. Three languages (a natural language, an artificial language, and a computer language as a synthesis of the two) are proposed to string together these conceptual elements to form syntactical structures. In general, the computer version is found to be most powerful. Finally, 50 randomly selected CAI programs are analyzed in order to find recurring instructional patterns. Five operationally defined patterns occur repeatedly within or between programs. A suggestion is made that these reusable patterns could constitute the new lexical elements of a metalanguage to generate patterned structure of instructional programs in the future. (CH)

Report on the Stanford Instructional Television Network. Academic Years, 1969-70 Through

Stanford Univ., Calif. Stanford Instructional Television Network.

Pub Date Feb 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Adult Education, Business Administration, Cooperative Programs, Engineering Education, Graduate Study, Higher Education, Instructional Television, Job Training, Net-works, Program Descriptions, School Industry Relationship, Science Education, Trend Analy-

Identifiers-ACE, Association for Continuing Education, *Stanford Instructional Television

The Stanford Instructional Television Network has completed fours years of operation, broad-casting some 160 hours of live instruction per week over four Instructional Television Fixed Service channels. The Network was designed for use as an interactive system with a two-way FM audio link between the students in off-campus classrooms and the instructors at Stanford. Dur-ing the period, the Network has experienced an excellent growth of membership, currently having

34 industry and four educational organizations affiliated. Each quarter some 40-45 graduate en-gineering and science courses are offered by Stanford faculty and many guests. Some videotaped courses are also available for use by auditors at distant locations. Member organiza-tions have been finding this plan valuable as a source of technical updating, crosstraining, or retraining for their professional staff. While doing fulltime work at network member organizations, the Television students can take the program for credit or non-credit. Originally the ratio was 85 percent credit seeking to 15 percent non-credit students; now 28 percent of the students are seeking credit with 72 percent participating in the non-credit categories. (CH)

ED 087 383 IR 000 118

Randhawa, Bikkar S. Hunt, Dennis Methodological Strategies for Studying the Process of Learning, Memory and Visual Literacy. Saskatchewan Saskatoon. Education

skatchewan Univ., Sask Research Resources Centre. Report No-IRR-73-4

Pub Date 22 Feb 73

Note-26p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Development, Enrichment Ex-perience, Learning, Memory, Research Methodology, Research Needs, *Visual Litera-Enrichment Ex-

An attempt is made to discuss current models of information processing, learning, and develop-ment, thereby suggesting adequate methodologi-cal strategies for research in visual literacy. It is maintained that development is a cumulative process of learning, and that learning and memory are the result of new knowledge, sensations, etc. over a short period of time. Williams nine propositions are examined and recommendations are made for investigating them. pointed out that research efforts should be focused on providing evidences of appropriate teaching methods to facilitate visual literacy, and that more sophisticated experimental designs and statistical analysis are badly needed in order to search for scientific evidence in this field. (CH)

Second Annual Report of the Office of University Library Management Studies to the Association of Research Libraries.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date 72

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *College Libraries, Information Services, Job Training, Libraries, Library Research, *Management Development, Program Descriptions, Program Descriptions, Program Planning, Publications, *Research Libraries, *University Libraries Identifiers—Management Review and Analysis Program, MRAP

The Office of University Library Managmenet Studies has completed its second year of activity, pursuing its commitment to improving research library management. While the first year of operation focused on the Columbia Study, the second year emphasized the development of a new management tool--the Management Review and Analysis Program. This program provided participating libraries with guidelines for use in performing an internal study and evaluation of management policies, activities, and results. The office is currently interested in the top manage-ment problems rather than detailed operational specifics and intends to provide a wide-range of alternative management approaches rather than a single best way. In the future, the office will move toward the issues of collective management and the problems of management development. Another shift in emphasis will be to integrate the costs and activities of the office into the regular activities of the Association of Research Libraries. (An appendix lists various activities of the office in detail. (CH)

ED 087 385 IR 000 124 Office of University Library Management Studies. Third Annual Report: December 1973. Association of Research Libraries, Washington,

D. C. Office of Univ. Library Management Stu-

Pub Date Dec 73 Note-4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Activities, Annual Reports, *College Libraries, Information Services, Job Training, Libraries, Library Research, *Management Development, Material Development, Program Development, Material Development, Program Descriptions, Publications, *Research Libraries, *University Libraries, Workshops Identifiers—Management Review and Analysis Program, Systems and Procedures Exchange

The third year of operation for the Office of University Library Management Studies demon-strated more extended programs and activities in the management arena and widespread involve-ment of member libraries. While the Management Review and Analysis Program moved into a fully operational context, the Office established a new Systems and Procedures Exchange Center as a device for collecting, organizing, and disseminating management documents. Among the publica-tions were the Booz, Allen and Hamilton, Inc. case study of libraries at Columbia University Management Supplement Series, and the SPEC Flyer Series. The Office also offered many workshops and training activities for members to develop their management skills. In addition, the Office staffs made on-site visits to individual libraries and other important projects. (CH)

Review of Planning Activities in Academic and Research Libraries. ARL Management Supple-ment Number One.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date Dec 72

Note—4p. EDRS Price MF-\$0.65 HC-\$3.29

Planning, Methodology, Organization, Program Descriptors, Projects, *Research Libraries, Staff Role, Trend Analysis, *University Libraries,

To a large extent, research library planning practices are still in an experimental stage, involving efforts to apply proven management methods to academic situations. Important recent developments in this field are: 1) there is a common recognition of the need to involve the librarian in the top administrative councils of the university and to plan on a system wide basis the information programs of the university; 2) the application of scientific management techniques has necessitated some changes in library staff and or-ganization practices; 3) there are a number of noteworthy projects that address themselves to the problems of collecting and interpreting statistics and information on costs, benefits, and statistics and information on costs, benefits, and of performance of library programs; and 4) there are several projects dealing with long range planning methodology that attempt to meet the needs specified by the ARL study on problems in university library management. (SH)

Review of Budgeting Techniques in Academic and Research Libraries. ARL Management Supple-ment Volume One, Number Two.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date Apr 73

Note-4p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *College Libraries, Cost Effectiveness, Library Planning, *Management, Performance Criteria, Program Budget-ing, *Research Libraries, Techniques, *Univer-Libraries

Identifiers-Planning, Programming, Budgeting

System, PPBS

Recent years have seen increased interest in extending the concept of budgeting to include activities related to planning, coordinating, and monitoring the entire operation of a library. There is strong evidence that the budgeting technique used can affect management potential. About 80% of total libraries use traditional line interpret part techniques in which the libraries. item or lump sum techniques, in which the library item or lump sum techniques, in which the library budget is an integral part of the university budget and must reflect the library as only one of many cost centers of the parent organization. Some universities are experimenting with performance budgeting, basing their expenditures primarily on measurable units of performance. Some are moving toward either program budgeting, based on service provided or what is called the Planning,

Programming, Budgeting System (PPBS), which applies the concepts of both the program and performance budget methods. Others are using formula budgeting-a line-item technique based on quantitative models for fund allocation. For on quantitative moders for fund anocation. For the most part, formula budgeting is being im-posed on libraries from the outside, usually by state legislatures. Many parent institutions prefer formula over other budget techniques. (CH)

IR 000 127 Review of Collective Bargaining Activities in Academic and Research Libraries. ARL Management Supplement Volume One, Number

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—Bibliographic Citations, *Collective
Bargaining, *College Libraries, Contracts, Information Sources, *Labor Unions, Leadership,
Management, *Research Libraries, Trend Analysis, *University Libraries
This issue deals with the impact of unionization
on library management, Instead of advocating

particular practices in this area, it attempts to reflect present conditions and to suggest avenues of assistance and information available to member libraries. The processes of contract negotiations and unionization are described, defining possible roles of the parent institutions and union leadership. Some further implications are given regarding collective bargaining and the general pattern of personnel practices and procedures. Selected publications, unionized libraries, and assistance institutions are listed.

ED 087 389 Review of Management Training Activities in Academic and Research Libraries. ARL Management Supplement Volume One, Number

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Stu-

Pub Date Sep 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *College Libraries, Institutes (Training Programs), *Job Training, Librarians, Library Schools, Management Development, *Management Education, National Programs, Professional Associations, Program Descriptions, Regional Programs, *Research Libraries, Training Techniques, *University Libraries

This issue describes up-to-date management training programs that have been developed for librarians by various institutions and organiza-tions. It covers institutional approaches to management training, programs at library schools, regional and national programs, and professional associations' roles. The institutional approaches seminars, in-house management training proare discussed in three subcategories: management grams, and staff involvement processes. The recent application of simulation and game theory are mentioned as interesting innovations in training techniques. (CH)

ED 087 390 IR 000 130

Axford, H. William, Ed.
Proceedings of the LARC Institute on Library Operations Research.
Library Automation Research and Consulting As-

sociation, Tempe, Ariz. Pub Date Jan 73

Note—79p.

Available from—The LARC Association, P.O.

Box 27235, Tempe, Arizona 85282

Document Not Available from EDRS.

Descriptors—Bibliographies, Bookkeeping, Conference Reports, Cost Effectiveness, Decision Making, Graphs, Institutes (Training Programs), *Libraries, *Library Research, Manpower Needs, Mathematical Models, *Operations Research, Problem Solving, Research Methodology, Resource Allocations, Simulation, *Systems Approach, Theories These, proceedings, include, four, articles, in-

These proceedings include four articles in-tended to familiarize librarians with many facets of operations research and how they might be applied to their institutions. The first paper provides

a brief definition of operations research. The second presentation, by Ralph Shoffner, relates, in the form of concrete examples, the questions one asks about libraries and the nature of assistance that can be given by operations research in formulating and answering these questions. A series of steps in the process of systems analysis is outlined in the third paper. It have become because the step that shows how operations research can be translated into mathematical terms for solution by computer. After a brief introduction of the various forms of operations research, it considers seven forms of operations research, it considers seven major techniques available to an operations researcher. They include decision theory, resource allocation, graph theory, queuing theory, simulation, and problem solving. The last paper presents a case study showing how to set up an operations research problem and how to solve it. A mathematical model is developed dealing with some of the factors which affect the manpower costs of both processing in librating (A list of costs of book processing in libraries. (A list of participants, speakers and panelists is provided.)

ED 087 391

Rawles, Beverly

Rawies, neverty
Selection of Special Materials for Disadvantaged
Adults. Public Library Training Institutes
Library Service Guide Number One.
Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jan 74 Grant-OEG-0-73-5341

Note—45p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Reading Programs, Adults, *Disadvantaged Groups, Guidelines, Library Acquisition. *Library Material Selection, Public Libraries,

*Library Material Selection, Public Libraries, *Reading Interests Identifiers—*Life Coping Skills Disadvantaged adults, like all adults, are concerned with their homes, their children, their finances, with themselves and with real life problems. This pamphlet, the first in a series on library services for disadvantaged adults, presents guidelines for librarians on the selection of materials for this group, materials which deal with practical, everyday concerns and which are in non-print or easily-read formats. Acquisition is in non-print or easily-read formats. Acquisition is discussed in terms of sources, costs, and processing of materials. The Appalachian Adult Education Center's Life Coping Skills Materials List (categories of interest to disadvantaged adults) is taken as a guide for building a well-rounded collection. The list itself is presented, with sample titles for each major category. A list of professional readings and addresses of libraries to visit provide further help for libraries. (SL)

ED 087 392 Gotsick, Priscilla IR 000 132

Gotsick, Priscilla
Community Survey Guide for Assessment of Community Information and Service Needs. Public Library Training Institutes Library Service Guide Number Two.
Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jan 74

Grant-OEG-0-73-5341

Grant—OEG-0-73-5341
Note—549.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Adult Basic Education, Adults,
Community Agencies (Public), Community
Surveys, Cost Effectiveness, *Data Collection,
"Disadvantaged Groups, *Information Needs,
Information Sources, *Library Surveys, Public
Libraries, Questionnaires
Identifiers—Life Coping Skills, *Needs Assessment

This pamphlet presents methods by which a library may survey its community to determine norary may survey its community to determine local information needs, especially those of disadvantaged adults. Data may be collected from public agencies or from community residents, by telephone, interview or questionnaire. All of these procedures are discussed in terms of advantages methods, and cost honeful. Sample tness procedures are discussed in terms of ad-vantages, methods, and cost/benefit. Sample questionnaires for agency heads and for commu-nity residents are provided, as are lists of those agencies, such as state offices, school districts, and local businesses, which may have already compiled some of the data needed by the library. Finally, a chart organizes the specific data needed, with its possible source, and provides a space for local statistics. (SL)

ED 087 393

IR 000 133

Schmidt, Susan K.
Using Pamphlets With Disadvantaged Adults.
Public Library Training Institutes Library Service Guide Number Three. Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jan 74

Grant-OEG-0-73-5341

Note-39p. EDRS Price MF-\$0.65 HC-\$3.29

Poscriptors—"Adult Basic Education, Adult Reading Programs, "Disadvantaged Groups, "Display Panels, Library Circulation, Library Collections, "Library Equipment, "Pamphlets, **Public Libraries**

Public Library Life Coping Skills Pamphlets are a useful way of presenting alter-native sources of information to disadvantaged adults. Pamphlets are easy to handle and to read, inexpensive, and provide current information of various topics of interest. This brief guide lists sources of free or inexpensive pamphlets and describes various methods for their display in the library, including specifications and costs of several commercial display racks. Pamphlets may either be circulated or given away to patrons. The advantages of both methods are discussed and procedures suggested. As with the other library guides in this series on services to disadvantaged adults, the Appalachian Adult Educa-tion Center's Life Coping Skills Materials List is presented and suggested as a basic list of subject areas for any collection geared toward disadvantaged adults. (SL)

ED 087 394

IR 000 134

Rawles, Beverly Rotating Or Deposit Collections of Special Materials for Dasadvantaged Adults. Public Library
Training Institutes Library Service Guide Training Inst

Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jan 74

Grant-OEG-0-73-5341

Note-34p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Reading Programs, Adults, *Disadvantaged Groups, *Guidelines, *Library Collections, *Library Extension, Public Libraries -*Instructional Productivity System,

IPS, St Paul District 916

A deposit collection of library materials in a familiar place may be the only way disadvantaged adults will learn that the public library has something for them. Many libraries have used deposit collections successfully in serving this group by placing them in classrooms, in bookmo-biles, in crossroads stores, in private homes, in clinic waiting rooms and other agencies. The library staff members who prepare deposit collec-tions must know the needs and interests of the people they are serving. Each collection should be tailored to the location in which it is placed, suiting the needs of those who will encounter it strong the necounter in there. Steps in creating deposit collections in-clude determining appropriate locations within the community, obtaining the proprietors' cooperation, compiling and displaying the collection, and collection maintenance. Depending on the type of deposit collection and its location, contrains the property of the collection and the contraint of the collection and the contraint of the collection and the collection and the collection and the collection contraint of the collection and the collection contraint of the collection and the collection collec costs can vary from about \$5 to \$50 per collec tion. This pamphlet on building deposit collec-tions, one of a series of guides for library services to disadvantaged adults, includes, as resource materials, a professional reading list, libraries to visit, and a list of topics of interest to disad-vantaged adults. (Author/SL)

ED 087 395 IR 000 135 Life Coping Skills Categories and Sub-Categories. Areas of the Information Needs of Disadvantaged Adults.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jun 73

Grant-OEG-0-72-2523

Note—13p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adults, *Disadvantaged Groups, *Information Needs, Subject Index Terms

Identifiers-*Life Coping Skills

The major categories and subcategories of the information needs of disadvantaged adults are listed. The list was compiled by the Appalachian Adult Education Center (AAEC) in its research and demonstration projects and by consultants to the center from other projects working with adult information needs. The list can be used 1) to assess library collections of materials in life coping skills areas; 2) to select materials for adults in coping skills areas; and 3) to develop materials to meet the information needs of disadvantaged adults. The AAEC has used the list as the categories for a bibliography of print and non-print materials. Major categories of the list are: advocacy, aging, children, community, consumer economics, education, family, health, housing, insurance, jobs, leisure, relating to others, reloca-tion skills, self, taxes and transportation. (Author/SL)

ED 087 396 IR 000 136

Coiner, Susan, Comp.

Leisure Reading Selection Guide for Public Library and Adult Education Programs. Readability
Levels, Annotations, Physical Format, Source,

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jul 73

Grant-OEG-0-72-2523

Note-140p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Adult Reading Programs, *Annotated Bibliographies, Guides, *High Interest Low Vocabulary Books, *Library Material Selection, Readability, Reading Interests, Reading Material Selection,
*Recreational Reading
The Leisure Reading Selection Guide is part of

an effort by the Appalachian Adult Education Cetner to aid librarians and adult basic education personnel in the selection of materials for un-dereducated adults. It is a listing of those leisure reading materials most frequently used by adult learners in four Appalachian Adult Education Center projects demonstrating the coordination of services between public libraries and adult education programs. The list is arranged alphabetically by entry title, and each entry inapproximately by entry title, and each entry include name of author, physical format, readability level, suggested supplier, approximate unit cost, and a brief annotation. It is presented with the purpose of providing adult interest theme, low readability materials which adults can use and enjoy. (Author) joy. (Author)

ED 087 397

MacVicar, Phyllis

IR 000 137

Library-ABE Projects. Case Studies.

Morehead State Univ., Ky. Appalachian Adult Education Center. Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Aug 73 Grant—OEG-72-2523

Note-26p.; See also IR 000 138 through IR 000

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3..29
Descriptors.—*Adult Basic Education, *Basic Skills, Career Planning, *Case Studies, *Disadvantaged Groups, Drug Abuse, Education, Ethnic Studies, Health, Home Management, Human Relations, Legal Aid, Leisure Time, *Library Services, Religion, Self Actualization, Separation of the Price of Sexuality

Identifiers—*Appalachian Adult Education Center

This document contains 41 case studies sub-mitted to the Appalachian Adult Education Center by the staffs of four projects demonstrat-ing library services to disadvantaged adults, in cooperation with adult basic education programs. Included in each case study is the coping skill area in which an individual need was recognized and met through the provision of appropriate library materials and services. The coping skill areas cover human relationships, career planning, home management, leisure, recreation, self un-derstanding, religion, education, ethnic studies,

drug abuse, health, legal aid, sexual relationships and many other aspects of human life.

ED 087 398 Gwin, Ann

IR 000 138

A Demonstration of the Interrelating of Library and Basic Education Services For Disad-vantaged Adults. Final Report, Alabama Model

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency-Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C. Pub Date Jun 73

Grant-OEG-0-72-2523-1

Note-135p.; See also IR 000 137 through IR

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activities, *Adult Basic Education, Bookmobiles, Case Studies, Demonstration Projects, *Disadvantaged Groups, Educational Coordination, Estimated Costs, Library Circulation, Library Materials, *Library Services, Objectives, Program Evaluation, Questionnaires, Staff Improvement Identifiers—*Alabama Model Center

In the past year, the Alabama project has tried to find methods for linking the services of adult education and libraries with a total of approximately 400 adults in designated areas of Bir-mingham and Jefferson Counties. Specific objectives included the coordination of services, community agency referral, recruitment, feedback on utilization of materials, library interpretation, inter-agency cooperation, staff orientation and selection of materials. Gaining the support of local decision-makers was also considered to be basic to the success of the project. To achieve the objectives, an average of 50 teachers of the Adult Basic Education participated either directly or indirectly in a part of the year's program. The Birmingham Public Library, 16 branches, and five bookmobiles including the Jefferson County Free Library cooperated with the model center to make the service more effective. This report describes activities, analyzes data and explains what happened as a result of the coordination and/or services. All evidential materials are in-cluded in the latter half of the document. (Author/CH)

Jones, Roland

IR 000 139

A Demonstration of the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Final Report, Kentucky Model Center. Morehead State Univ., Ky. Appalachian Adult

Education Center. Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Grant-OEG-0-72-2523-2

Note-252p.; This document contains 160 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames; See also IR 000 137 through IR 000 141 EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activities, *Adult Basic Education, Annotated Bibliographies, Basic Skills, Bookmobiles, Case Studies, Demonstration Projects, mobiles, Case Studies, Demonstration Projects,

*Disadvantaged Groups, Educational Coordination, Estimated Costs, *Library Materials,

*Library Services, Objectives, Program Evaluation, Reading Ability, Staff Improvement
Identifiers—*Kentucky Model Center
The Floyd County Board of Education,
Prestonsburg, Kentucky, was one of four Appalachian sites selected to demonstrate the coordinations of library and adult advantages are redirections of library and adult advantages are re-

dination of library and adult education serviunder a subcontract from the Appalachian Adult Education Center, funded by the Bureau of Libraries and Learning Resources. The ABE-in-itiated coordination of services has, since September 1972, demonstrated the possibilities of service to rural disadvantaged under educated adults. The objectives designed to demonstrate such services led to: provision of bookmobile services to ABE centers, materials to ABE classes, community referral services through both agen-cies, student orientation to library use, mail delivery of requested materials, use of readers' profiles to determine student needs, home visits to prospective clients, and case studies of the effects of the project on the target group. The project has demonstrated how these objectives can be coordinated by ABE and a public library to

provide personalized, expanded, and effective services to disadvantaged adults. (Appendixes to the report include a detailed list of project materials.)

ED 087 400

IR 000 140

McMillan, Eunice
A Demonstration of the Interrelating of Library
and Basic Education Services for Disadvantaged
Adults. Final Report, Richland County School
District Number One.
Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 73 Grant—OEG-0-72-2523-4

Note-123p.; See also IR 000 137 through IR 000 141

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activities, *Adult Basic Education, Basic Skills, Case Studies, Demonstration Pro-jects, *Disadvantaged Groups, Educational Coordination, Information Needs, Information Services, Library Circulation, Library Materials, *Library Services, Library Surveys, Objectives, Program Evaluation, Questionnaires, Staff Improvement
Identifiers—*Richland County School District

No. 1
Two agencies of the Columbia, South Carolina community, the Richland County Public Library and the Adult Education office of Richland County School District One, merged their efforts to better serve clients and potential clients of the Adult Basic Education (ABE) program of District One in 1972-73 with the support of a grant chan-neled through Morehead State University, Morehead, Kentucky. The grant was made so that the project could show how undereducated adults could become greater users of library facilities. Specific objectives included the coordination of library services during ABE class time; needs assessment of ABE students; coordination of ongoing library and ABE services at the two state mental hospitals, recruitment of undereducated adults to ABE and to public library services and the establishment of the library habit in ABE students. Appended are case studies, circulation records, plans for library service, a list of books checked out, tabulation of student interest, and responses of ABE teachers to a questionnaire. (Author/CH)

ED 087 401

IR 000 141

MacVicar, Phyllis A Demonstration of the Interrelating of Library and Basic Education Services For Disad-vantaged Adults. Final Report, West Virginia Model Center.

Morehead State Univ., Ky. Appalachian Adult

Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 73 Grant—OEG-0-7-2523-3

Note—77p.; See also IR 000 137 through IR 000 140; Some of the pages will reproduce un-

clearly EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Adult Basic Education, Case Studies, Demonstration Projects, *Disadvantaged Groups, Educational Coordination, ranaged orders, Educational Continuous, Information Services, *Library Services, Library Surveys, Objectives, Program Costs, Program Evaluation, Questionnaires, Staff In-provement, Staff Orientation, Student Needs

provement, Staff Orientation, Student Needs Identifiers—Community Services Handbook, *West Virginia Model Center The West Virginia project has, in the past year, tried to establish definitive areas of mutual responsibility and to develop specific objectives responsibility and to develop specific objectives towards coordinating public libraries and Adult Basic Education (ABE). Specific objectives designed to coordinate services included community agency referral, selection of materials, identification of the information material needs of ABE, students, and templary services are incomparable to the coordinate of the coordina ABE students and teachers, recruitment, inter-agency cooperation, library orientation transpor-tation for ABE students. Gaining the support of local decision-makers was also considered basic to the success of the project. Five ABE classes and four learning centers with a total of approximately 200 adults in designated areas of Cabell, Wayne and Putnam counties participated in the project. An average of 35 ABE teachers were either directly or indirectly a part of the year's

program. The Western Counties Library, six branches and two bookmobiles, cooperated with the model center to make service more effective. The project services to ABE centers were pro-vided on a continual basis since West Virginia ABE classes and learning centers operate on a ABE classes and learning centers operate on a year-round basis. (This report describes activities, analyzes the data, and explains what happened as a result of coordination and expansion of ser-All evidential materials are included in the latter half of the report.) (Author)

IR 000 142 Long-Range Program For Library Development in Mississippi. A Comprehensive Five-Year Pro-gram For Meeting the Library Needs of the People of Mississippi. Supplement, June 1973. Mississippi Library Commission, Jackson. Pub Date Jun 73

Note-33p.; See also ED 070 483 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price M1-30.05 SIC-30.05 Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objec-tives, State Libraries, *State Programs Identifiers—Library Services and Construction Act, LSCA, Mississippi, *State Plans

Act, LSCA, Mississippi, State Plains
This document is a supplement to the first edition of the Long-Rarge Program for Library
Development in Mississippi (ED 070 483) which
was issued in June 1972. The original document outlined a comprehensive program covering the five fiscal years 1973 tarough 1977, for step-bythe fiscal years 1973 Liftougn 1977, 107 step-69; step development of library service adequate to meet the needs of the people of the state. As the first fiscal year of the plan approached its end on June 30, 1973, a review was made. It was concluded that the four main goals and most of the balance of the Program were valid as originally written, but that the time table for implementa-tion should be extended over the next five years instead of four. A supplement to be used together with the original document rather than a new edi-tion superseding it would be appropriate for showing the needed changes and adding the limited amount of new material. Most of the changes concern target dates which are shifted ahead in the supplement. For convenience in referral to the original plan while reading the supplement, page references to the 1972 document are shown in the left hand margin of the supplement. (Author/SL)

ED 087 403 IR 000 143 EUDISED: Standards, Format, Character Representation, 1973. Council of Europe, Strasbourg (France). Docu-

mentation Center for Education in Europe. Pub Date 73

Note-125p EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, Automatic Indexing, Automation, Cataloging, Computer Programs, *Documentation, *Education, Information Networks, *Information Processing, *Information Systems, Program Descriptions, *Standards, Technical Reports

Identifiers—Bibliography, EUDISED, *European Documentation and Information System

Part of a larger effort in creating a computer-based European Documentation and Information System for Education (EUDISED), the present document is the report of the Working Party on formats and standards. It presents draft recomformats and standards. It presents draft recom-mendations on general system standards: trans-mission standards (interchange format, magnetic tape standards, tape labels and character representation), bibliographic standards (catalog-ing standards, filing rules, classification and indexing systems), code standards, format imple-mentation standards and aspects of network development. Two papers present additional detail on certain aspects of the proposed system: "Draft EUDISED Format" by John Linford and "Character Set and Character Representation for the EUDISED Network" by R. Bernhardt. (Author/SL)

ED 087 404 IR 000 144

Occupations in Library Science.
Manpower Administration (DOL), Washington,
D.C.

Pub Date 73

Note—84p. Available from—Superintendent of Documents, U.S, Government Printing Office, Washington, D.C. 20402 (Stock Number 2913-00073; \$.65) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, *Employment Qualifications, Job Analysis, *Librarians, *Library Science, *Library Technicians, *Occupational Information

This brochure is an updating of "Occupations in the Field of Library Science," published in 1966. The 1973 edition contains significant, upto-date information, reflecting the rapid develop-ments which have taken place in the field of library science since 1966. Included in this edition are revised occupational and training requirements and an overview of the current directions career opportunities in library science have taken. Occupational descriptions are provided for librarians of different fields, such as vided for infrarians of different fields, such as academic, medical, school and public librarian-ship, and for library personnel of different levels, i.e., library director, cataloger, page and technical assistant. Each job description includes duties performed, education, training and experience needed, and desirable worker traits. Appendixes provide the definitions of worker traits developed provide the definitions of worker traits developed by the U.S. Employment Service, addresses of library associations, and a list of the graduate schools of library science which are accredited by the American Library Association. This publication will be useful to counselors and placement personnel in the U.S. Employment Service, local library systems, library associations, high schools, colleges, and graduate schools, in their counseling, job guidance, and personnel activities. ing, job guidance, and personnel activities. (Author/SL)

ED 087 405 IR 000 145

Weinberg, Charles B.
The University Library: Analysis and Proposals.
Research Paper Number 169. Stanford Univ., Calif. Graduate School of Busi-

Pub Date Jul 73

Note-24p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Bayesian Statistics, Flow Charts, Information Needs, Library Acquisition, *Library Collections. Library Expenditures, *Library Collections, Library Expenditures, *Library Collections, Library Expenditures, *Library Services, *Relevance (Information Retrieval), *University Libraries, *Use Studies Identifiers—Information Message Units
The past few decades have been an era of

rapid growth and expansion for university and research libraries, yet their standards of library services have declined. Specifically, more people more often cannot get the information they seek from the library. The main factors in this decline in service are the rapidly increasing numbers both of volumes and of patrons and the changing nature of demand. Libraries still conduct their ture of demand. Libraries still conduct their operations as if their strategy were to store and provide access to books, periodicals, papers and other materials. Their current strategy should be to supply information. This change in goals has implications for the library's acquisition, shelving and retention policies. The library's resources may be thought of as Information Message Units (IMIL). The stoke of each IMIL can be defined. (IMU). The value of each IMU can be defined only in terms of its worth to its potential users, the members of the university community. A Bayesian approach can be used to calculate the information value of the IMU, thus affecting decisions on both the acquisition of volumes and the maintenance of collections. Although developed in the context of an individual library system, this approach can also be applied to networks of library systems. (Author/SL)

ED 087 406 IR 000 146 Collins, Thomas F. Mantius, Kean
Publishers Alert Service: Problems and Recommendations. Final Report.
System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Report No—TM-5075-000-00 Pub Date 3 Feb 73 Contract—OEC-72-4368

Note-30p.; See also IR 000147 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, Curriculum Development, Educational Resources, Federal Aid, Federal Programs, Feedback, *Information Services, Information Utilization, Program Effecvices, information Utilization, Program Enter-tiveness, "Program Evaluation, Projects, "Publishing Industry, Review (Reexamination) Identifiers—"Publishers Alert Service The objectives of the Publisher's Alert Service

(PAS) is to announce the availability of educa-tional programs and products to all potential

publishers. This report provides the Office of Education with recommendations for improvements to the PAS. It includes: 1) information on the status of current announcements that would normally appear in a monthly Progress Report; 2) a tabulation and summary of publisher responses to the first nine PAS announcements; 3) a summary of the production process and problems of PAS operation during the first nine months; and, 4) recommendations for possible improvements in several aspects of PAS system. The recommendations cover such areas as production schedule, revisions of the Developers Product Data Form, revisions of the Developers Product Data Form, visibility of PAS, ways of getting feedback about successful bids to publishers, and revision of mailing procedures. (CH)

ED 087 407 IR 000 147

ED 987 407

Collins, Thomas F. Mantius, Kean
Publishers Alert Service: Year-End Summary.
Supplement To the Final Report.
System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No.—TM-5075-001-00

Pub Date 15 Jun 73 Contract—OEC-72-4368 Note—134p.; See also IR 000 146 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, Curriculum Develop-ment, Educational Research, Educational Resources, Federal Aid, Federal Programs, Feedback, *Information Services, Interviews, Program Effectiveness, *Program Evaluation, Projects, *Publishing Industry, Review (Reexamination)

dentifiers— Publishers Alert Service
The first-year activities of the Publishers Alert
Service (PAS) a service that announces the availability of USOE-funded educational materials availability of USOE-funded educational materials and products, are described in this report. A brief discussion about the current status of the service is followed by 22 of the 26 announcement produced during the first year. Following each announcement is a report that describes the production schedule in that announcement and a brief history of the preparation. The document also presents feedback gathered from publishers about the reception of the PAS in the publishing community. The results of telephone interviews. community. The results of telephone interviews with publishers who responded to PAS announcements and publishers who did not respond are discussed. Finally the document summarizes the achievements of the year and provides recommendations for further improvements to the PAS.

ED 087 408 IR 000 148

Tanzman, Jack The Administration of Instructional Change.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Grant-OEG-0-70-2112

Note-35p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Educational In-novation, *Inservice Teacher Education, *Innovation, 'Inservice Teacher Education, 'Institutes (Training Programs), *Instructional Media, Instructional Staff, *Instructional Technology, Librarians, Media Specialists, Program Descriptions, Program Evaluation, Program Planning, Training Objectives
Identifiers—BOCES, Nassau County, TAIC, The

Administration of Instructional Change
The objectives, program, participants, and
evaluation of The Administration of Instructional evaluation of the Administration of Instructional Change (TAIC) Institute are described in this re-port. The training program was designed to help teams of local leadership personnel to design strategies using media to cope with problems that blocked change, as well as to facilitate change by blocked change, as well as to facilitate change by integrating media more fully in the curriculum. The sections of the report include: 1) short- and long-range goals of the Institute program; 2) planning activities; 3) selection of participants; 4) day-to-day program activities; and 5) evaluation of district and participant attitudes. A synopsis of each TAIC team project is given. (CH)

ED 087 409 IR 000 149

Tanzman, Jack Tanzman, Jack
Resource Educators for Directed Development of
Instruction. Final Report.
Nassau County Board of Cooperative Educational
Services, Jericho, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 73

Grant-OEG-0-71-1279(725)

Note-147p. EDRS Price MF-\$0.65 HC-\$6.58

DRS Frice MF-90-38 HC-96-38
escriptors—"Change Agents, *Inservice
Teacher Education, *Institutes (Training Programs), *Instructional Media, Instructional Staff, *Instructional Technology, Media Specialists, Program Descriptions, Program Evaluation, Program Planning, Resource Teachers, Training Objectives Identifiers—BOCES, Nassau County, REDDI

The activities of Resource Educators The activities of Resource Educators for Directed Development of Instruction (REDDI), a full-time institute designed to provide district leadership personnel with the skills and ex-perience of designing and developing a curricu-lum package based on the principles of instruc-tional technology, are described in this report. The program is presented in terms of its rationale, objectives, planning, participants, program, orientation, staffing, and evaluation. The appendixes constitute a major portion of the document. They include descriptions of individual REDDI projects, the group-developed change model, and descriptive information about REDDI.

ED 087 410 IR 000 150

In 1909 130 Ingle, Henry T. And Others
Television and Educational Reform in El Salvador.
Follow-Up Study On the First Group of Ninth
Grade Graduates, Research Report Number 12.
Stanford Univ., Calif. Inst. for Communication Research.

ons Agency—Academy for Educational Development, Inc., Washington, D.C.; Agency for International Development (Dept. of State), Washington, D.C. Educational

Pub Date Jun 73

Note-30p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Developing Nations, *Educational Change, Educational Development, Educational Research, *Educa-tional Television, Grade 7, Grade 8, Grade 9, Instructional Television, *Occupational Aspira-tion, Program Evaluation, *Student Attitudes

Identifiers—Educational Reform Program, *El Salvador, Third Cycle, TV

A follow-up study of the first students to finish the Third Cycle (grades 8, 9, and 10) under El Salvador's Educational Reform Program inter-viewed 400 students. It assessed their educational and career plans, examined the Reform's in-fluence on them, and measured their attitudes toward their experience. Results showed that 90 percent were continuing their education; younger, and middle or upper class students w more likely to continue their studies, but whether one came from a traditional school, a Reform in-stitution with television (TV) or a non-TV Reform program made little difference. Students Reform program made little difference. Students had positive atitudes toward their Third Cycle education, citing favorably their relationships with teachers and peers, the acquisition of knowledge and cognitive abilities and the development of increased aspirations. They noted, however, the poor quality of televised instruction, instructional materials and facilities and expressed a desire for more job skills. The Reform program seemed to be working since most of the graduates were pursuing further education. Nevertheless, steps needed to be taken to cation. Nevertheless, steps needed to be taken to improve instruction, to guide more students into middle level technical and managerial careers, and to prevent the large-scale migration of educated persons away from rural areas. (PB)

ED 087 411 IR 000 151

Maury, Sarah G., Ed.
ERIC Products 1972-73. An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses, July 1972 Through June 1973.

June 1973.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 73

Nets 746

Note-74p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated

*Clearinghouses, Education, Research, Educational Resources, Information Centers, Information Services, *Publications, State of the Art Reviews

Identifiers-*Educational Resources Information Center, ERIC

This sixth issue of ERIC Products lists 396 publications of information analysis for Fiscal Year 1973 (July 1972 through June 1973). The publication includes substantial bibliographies, review papers, and state-of-art papers which are review papers, and state-or-art papers which are identified as ERIC information analysis publications; it excludes routine brochures, accession lists and short notes published in clearinghouse newsletters. To correspond with the issues of RIE, the references in this bibliography are arranged by each clearinghouse's alpha prefix. Within each clearinghouse, entries without identified personal authors are listed before those with authors. For each entry, the following items of information have been given: 1) personal author(s); 2) title; 3) series name and number; 4) journal reference; 5) date of publication; 6) number of pages; 7) type of publication; 8) ERIC number of pages; 7) type of publication; 8) EMC
Document number or clearinghouse accession
number; 9) date of appearance of abstract in
RIE; 10) price of the document; and 11) a brief
abstract. Information about the ERIC system,
details on ordering documents, and a subject
index are also included. (Author/CH)

ED 087 412

IR 000 155

Richardson, William M. Marketing Instructional Technologies To School Administrators: A View From the Inside. Pub Date Apr 73 Note—6p.; Paper presented at the Association for Educational Data Systems Annual Convention

(New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Change, *Educational Innovation, Educational Planning, Educational Technology, Elementary Grades, Instructional Innovation,
*Instructional Technology, Marketing, Models,
School Administration, Secondary Grades,

Identifiers-AEDS, *Association for Educational Data Systems

Four aspects of educational administration which are relevant to the introduction of new instructional technologies into school systems are structional technologies into school systems are discussed. Section I presents a planning change model whose main phases are research, development, adoption and implementation. After this, the following major administrative responsibilities are outlined: 1) setting the climate and making policy for instructional change; 2) collecting information and making decisions; 3) providing resources; 4) informing the community; and 5) coordinating the overall program. Section III identifies lack of time, a shortage of technological expertise and institutional inertia as the most serious problems which the administrator must overexpertise and institutional merita as the most seri-ous problems which the administrator must over-come. The final portion of the presentation offers a series of hints for implementing change. Among these are: 1) the alignment of the goals of in-structional technology with those of the entire school system. 2) the continuous communication setucional technology with those of the entire school system; 2) the continuous communication of progress to administrators, via reports and demonstration site visits; 3) the involvement of students, parents and other citizens; and 4) the generation of sufficient data to validate the need for change. (PB)

ED 087 413 IR 000 156

Tucker, Katie D. Educational Needs Assessment, A Simulation Model For Humanistic Planning.

Pub Date Apr 73 Note—20p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Community Planning, Community Programs, *Computer Oriented Programs, *Educational Needs, *Educational Planning, Humanism, Humanization, Oriented Flaming, Humanism, Humanism, Educational Planning, Humanism, Humanism Colleges, *Models, Program Descrip-Junior Colleges, *Models, Program Descrip-tions, *Simulation Identifiers—AEDS, Association for Educational Data Systems, Florida, Jacksonville, *Project

Needs Assessment
A needs assessment project being conducted in
Jacksonville, Florida and at Florida Junior College is described. The major intent of the project is stated to be the development of a valid, com-puterized model which will enable an educational system to research the educational needs of its community and to develop quantified data for

decision-making. The report reviews selected research literature and lists the objectives and benefits which flow from such a needs assess-ment. Major project procedures are outlined, inment. Major project procedures are outlined, in-cluding site selection, methods of data acquisi-tion, the development of baseline and critical decision-making data, and means of updating the data file. The developmental sequence for the proposed model is also described, beginning with the data base's development, proceeding through the stages of protopype evolution, and concluding with the testing, revision and complete documene testing, retation of the model. Lastly, the educational sig-nificance of such a model is discussed. (PB)

Joos, L. W Computers Analysis of Reading Difficulty.

Pub Date Apr 73

Note—4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Lousiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Analysis, Program Descriptions, Reading, Program Descriptions, Reading, Reading Level, Reading Level, Reading Programs

Identifiers—AEDS, Association for Educational Data Systems, *Dale Chall Formula

A computer program has been designed to analyze the reading difficulty of English text. It is, essentially, an automation of the widely used Dale-Chall formula for the estimation of reading difficulty. Text samples of up to 5000 words are input, with only minor punctuation restrictions being applied. Output from the program consists of sample analyses, a summary of sample statistics and a tally of all different words in the sample text. Basic data used by the Dale-Chall formula are counts of sentences and of common and uncommon words. The analyses include counts of words and sentences, a frequency listing of words used, the Dale-Chall value and tabled reading length, and several statistics such as sentence length and percent of uncommon words. The program can be used for reading and library projects, for instructional materials analysis and selection, and is of interest in any field where published text is expected to be read. (PB)

ED 087 415 IR 000 159

Haugo, John E. Havnes, Amos A. The Development of An Instructional Productivity System.

Pub Date Apr 73

Note-4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Cost Effectiveness, *Individualized Programs, Post Secondary Education, Productivity, Program
Descriptions, *Program Evaluation,
Secondary Education, Student Evaluation,
Technical Education, Vocational Education

Identifiers—AEDS, Association for Educational
Data Systems, Educational Management Services, *Instructional Productivity System, IPS,

St Paul District 916

School District 916 in St. Paul, Minnesota, a second District 916 in St. Paul, Minnesota, a special district which provides vocational-technical learning experiences for high school and post-secondary students, developed an Instructional Productivity System (IPS). The IPS was designed to allow the district to monitor the success of the learners content of instructional model whose fealearner-centered instructional model whose featerre included flexible scheduling, performance contracting, individualized instruction, and accountability. Working in cooperation with a consulting firm, Educational Management Services, project components were developed to: 1) assess students' knowledge and skills upon entering vo-cational training; 2) measures students' actual learning progress against expected progress; and 3) implement a computerized system to monitor student progress and to correlate this information with progress and to correlate this information with program costs and effectiveness data. Reports generated by the system include monthly reports of graduates, attendance reviews, student progress reports, and program progress reports. (PB)

ED 087 416 IR 000 160

Lundin, Stephen C. French, Ronald
The Application of Anthropological Techniques To
Experimental Schools Evaluation.

National Inst. of Education (DHEW), Washing-

Pub Date Apr 73

Note-24p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

escriptors—Case Studies (Education), *Educa-tional Anthropology, Educational Change, Edu-cational Innovation, Elementary Grades, *Evaluation Methods, *Evaluation Techniques, *Evaluation Methods, *Evaluation 1 echniques, *Experimental Schools, Formative Evaluation, Program Descriptions, *Program Evaluation, Secondary Grades, Summative Evaluation Identifiers—AEDS, Anthropological Study, As-sociation for Educational Data Systems, Experi-

mental Schools Program, Impact Study, SEA,

*Southeast Alternatives

An innovative approach which will be used to evaluate one of the Experimental Schools Proevaluate one of the Experimental Schools Programs of the National Institute of Education (NIE) is described. The project, Southeast Alternatives (SEA), is designed to test the notion that comprehensive educational change is superior to piecemeal change; it consists of five educational experiments according to the continuous contemporary schools. programs-a contemporary school, a continuous progress school, a free school, an open school, and a comprehensive high school. Some general descriptive material on the overall project is provided, followed by more specific and deta discussions of the two major components of the evaluation--the Anthropological Study, a case studies approach designed to describe the evolution of SEA as comprehensively as possible, and the Impact Study, devised to assess the effect of SEA upon the schools, the students and their parents, and the community. For each of the components discussions are presented dealing with the assess-ment strategy, the data to be collected, methodological considerations, dependability of the data, and the analyses to be performed. Some major limitations of the evaluative strategies are also discussed. (PB)

FD 087 417 IR 000 161

Molnar, Andrew R.
The Computer and the Fourth Revoluti

Pub Date Apr 73

Note—25p.; Paper presented at the Association for Educational Data Systems Annual Conven-tion (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Computers, Computer Science, Computer Science Education, Educational Change, Educational Innovation, *Educational Technology, Elementary Grades, Higher Educational Technology, Secondary Grades, *State of the Art Reviews

Identifiers—AEDS, Association for Educational Data Systems, Fourth Revolution, National Science Foundation, NSF

An overview is provided of the Fourth Revolu-on, i.e., the revolution which is taking place in education as a result of the introduction of com-puters into the field. The growth of computing in education, especially in higher education, is traced, and some major National Science Foundation (NSF) programs are mentioned. Following this, a few of the most significant computerthis, a few of the most significant computer-assisted instructional system which have been developed with NSF support are described and the problems associated with the production and transportability of courseware are surveyed. The extent of computer literacy, both in the United States and observed is engineed and a discourse States and abroad, is reviewed and, a discussion of the major needs which exist with respect to the use of computers in education is presented. (PB)

ED 087 418

IR 000 162

Littrell, R. F.

The Economics of Computer Aided Instruction.

Pub Date Apr 73
Note—20p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Cost Effectiveness, *Costs, *Program Costs, *Program Planning, Speeches Identifiers—AEDS, Associated for Educational

Data Systems Computer-assisted instruction (CAI) has not been cost-effective, despite its instructional effec-

tiveness. This financial failure can be attributed to many factors, including: oversell of CAI capabilities, poorly authored content, expensive and unreliable hardware, an educational bureaucracy resistant to innovation, and the decentralized na ture of American education which works against the widespread implementation of CAI systems. Educators can achieve a high level of awareness of CAI's complexity, and thereby promote its success if they take the following steps: 1) carefully assess needs and document objectives; 2) establish priorities for CAI use; 3) commit resources to CAI on a long-term basis; 4) study the appropriateness of any existing system before adopting it; 5) release faculty for program planning and development; 6) train cores of CAI specialists; 7) adjust faculty load formulas ac cording to new needs; 8) review the impact of CAI on other aspects of the school system; 9) in tegrate all CAI into the total school program; 10) regrate an CA mo the obtained school piperant, 10) provide the necessary facilities to house the system; 11) offer school-wide orientation programs; 12) plan so as to avoid wasting students' time; and 13) use a team approach in implementations. ing CAL (PB)

ED 087 419

IR 000 163

Kerr, Eugene G. Humanizing Computer Managed Instruction Systems: The Difference Between Success and Failure.

Pub Date Apr 73

Note—8p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Human Engineering, Humanism, *Humanization, Inservice Teacher Education, Instructional Design, Instructional Systems, Speeches, Systems Approach, *Systems Development, Teacher Education, *Teacher Role

Identifiers—AEDS, Association for Educational Data Systems, CMI, *Computer Managed In-

Computer-managed instruction (CMI) makes possible education which is individualized, adaptive, multi-mediated and student-controlled. CMI. however, is not yet successful and part of the reason for the failure is that the human aspects of the programs have been poorly managed. This situation can be remedied if the systems designers can learn to apply their approach not only to hardware and software, but also to the preparation of the personnel involved in CMI. In the case of teachers, this means that those responsible for instructional design should: 1) analyze the teacher's present actual role; 2) determine the teacher's new role; 3) compare the features of the two roles; 4) wherever possible restructure the emerging role to minimize the amount of change required; 5) develop detailed implementation and training plans; and 6) construct evalua-tion plans to monitor training materials and the actual working environment. Once followed, this approach will greatly enhance CMI's chances for

Lucow, William H. Humanizing Education Through Continuous Analysis of Pupil Progress.
Pub Date Apr 73
Note—8p.; Paper presented at the Association for

Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Computer Oriented Programs, *Criterion Referenced Tests, Diagnostic Tests, Educational Research, *Humanization, Learning Theories, Mathemati-cal Models, Probability, Remedial Programs, Statistical Analysis, *Student Evaluation,

dent Testing
Identifiers—AEDS, Association for Educational Data Systems, Learning Curves, Stochastic

Computer-based, criterion-referenced testing can be a humanizing process if it is used for diag-nostic and remedial purposes in helping in-dividual students to attain their maximum levels of achievement. The procedure is based upon the proposition that certain classroom situations involving cognitive acquisition, when tested at

equally spaced time intervals, result in a graph that may be considered a non-stationary time se-ries. For each individual, a computer analysis of succeeding scores can establish a unique learning curve with specified stochastic limits. The teacher can make use of computer printouts a) to allow most of the students to proceed with regular materials, b) to adjust the programs of pupils who fall back of their previously demonstrated ability levels, and c) to establish new horizons for those who exceed their established curves of learning.

IR 000 165

And Others Burke, J. Bruce Competency Designs For a More Humane Educa-

Pub Date Apr 73

Note-11p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Autoinstruc-tional Aids, *Computer Assisted Instruction, Computer Oriented Programs, Higher Educa-tion, *Humanization, Individual Development, Individualized Programs, *Instructional Systems, Instructional Technology, *Performance Based Teacher Education, Program Descriptions, Student Centered Curriculum, *Teacher Education, Undergraduate Study

Identifiers—AEDS, Association for Educational Data Systems, *Competency Based Education, Learning Centers, Mastery Learning, Michigan

State University
A computer-assisted, competency-based in-ructional model has been developed for a teacher education program. It is based on the assumptions that individuals should control their own lives and that technology should be used to expand the range of human choice. The model uses a systems approach to organize the human, curricular and environmental variables of instruction; in addition, students participate in decisionmaking, instruction is modular, mastery criteria are used, the affective side of learning is attended to, and an enhanced self-concept for the student is sought. Students join small groups, interact with an academic counselor, and have access to a Learning Center with varied resource personnel. They select educational experiences according to their interests and employ the computer to help put themselves through instructional modules whose components include the statement of objectives, pre-testing, the presentation of instruc-tional material, reference to resources, and posttesting. Implementation strategies include, among others, seminars, small group instruction, labora-tories, computer-assisted instruction and auto-tutorial sessions. (PB)

ED 087 422

IR 000 166

Palmer, Henry
Three Evaluation Reports of Computer Assisted
Instruction in Drill-And-Practice Mathematics. Los Angeles County Superintendent of Schools,

Pub Date Apr 73

Note—22p.; Paper presented at the Association for Educational Data Systems Annual Conven-tion (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MP-30.65 HC-33.29
Descriptors—Academic Achievement, *Computer Assisted Instruction, Diagnostic Teaching, Diagnostic Tests, Educational Diagnosis, Elementary Grades, *Elementary School Mathematics, Individualized Instruction, Individualized Programs, *Mathematics Instruction, *Program Evaluation

Identifiers—AEDS, Association for Educational Data Systems, California Arithmetic Test, California Test of Basic Skills, CAT, CTBS,

Drill and Practice, Los Angeles County
Three separate evaluations of a computerassisted instructional (CAI) drill and practice program were conducted. The CAI was provided by the Los Angeles County Superintendent to 14 districts as a means of improving students' math abilities and to help teachers manage diagnostic and prescriptive information. The California Test of Basic Skills (CTBS) and the California Arithmetic Test (CAT) were administered before and after instruction to both experimental (i.e., CAI) and control groups. In general, the results indicated that: 1) the mean post-test scores for

the experimental groups exceeded those of the control groups; 2) a higher percentage of experimental than of control students exceeded their expected growth rates for the period; and 3) the students receiving CAI experienced growth rates substantially beyond normal expectations. Control group students performed better on tests of group students performed better on tests of reasoning ability, perhaps because the CAI did not stress this skill. Since the program was of moderate cost, promoted student learning, reduced the teacher's remedial work and aided in diagnosis and prescription of student academic needs, it was recommended that it be expanded.

ED 087 423

Litman, George H. CAI In Chicago.

Pub Date Apr 73
Note—3p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Computer Assisted Instruction, *Educationally Disadvantaged, Elementary Grades, Elementary School Mathematics, Individualized Instruction, Individualized Programs, Language Arts, Mathematics Instruction, *Program Arts, Mathematics Instruction, *Pr Evaluation, Reading, Reading Instruction

Identifiers-AEDS, Association for Educational Data Systems, Chicago, Computer Curriculum Corporation, Drill and Practice Strand Pro-grams, Elementary Secondary Education Act Title I, ESEA Title I, UNIVAC 418 III Com-

puter

A computer-assisted instructional system has been implemented in 21 elementary schools in The system runs on a UNIVAC 418-III Chicago. computer which processes concurrently the read-ing, language arts, and mathematics drill and practice strand programs of the Computer Cur-riculum Corporation. All students participating qualified under the Elementary and Secondary Education Act Title I guidelines for compensatory education and all were achieving at least one year below grade level upon entering the pro-gram. Results of the project after the first year showed it to have been highly successful. dividualized instruction was provided, dividualized instruction was provided, and teachers were freed from drill activities for more creative work. Most importantly, students showed gains to nearly one month for each month in the program program, a figure substantially better than the national average for compensatory education stu-dents, which stood at 5.6 months for every 8 months of instruction. As a consequence, further expansion of the program to 11 new schools was planned for the following year. (PB)

ED 087 424

IR 000 168

Conord. A. E. How The Computer Can Bring The Teacher and Student Closer Together.

Pub Date Apr 73

Note-13p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Computer Assisted Instruction, Computer Oriented Programs, "Computers, Computer Science, French, "Humanization, Speeches, "Student Teacher Relationship, Undergraduate Study
Identifiers—AEDS, Association for Educational
Data Systems, United States Naval Academy
Two computer-assisted courses taught at the

United States Naval Academy, one in French and one in Computer Science, illustrate the ability of the computer to help teachers and students develop closer, more humanized relationships. In both courses the computer's basic role is to amplify the instructor's capabilities. Relying on its ability to process data at a high speed, the computer can be employed to store information, present assignments, conduct evaluations and provide immediate feedback. In addition to motivating students and helping them to diagnose their own needs, this last function also makes it possible for the instructor to modify his instructional plans in accordance with the progress to date of his students. Since the machine also relieves the teacher of much routine work it therefore provides him with the time as well as the in-formation needed to design better instruction, thus promoting closer teacher-student ties. (PB)

IR 000 169

Braun, Peter H.

Reflections on CAI Language Design, Pub Date Apr 73

Note-14p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Computer Assisted Instruction, Computer Programs, Computer Science, Programing, *Programing

Languages

IR 000 167

guage
The need for a high level computer-assisted in-structional (CAI) course authoring language is discussed and the capabilities of COUR-SEWRITER, BASIC, and APL for meeting this need are compared. The demand for such a language is first documented and some historical trends of CAI language development and use are reviewed. Following this, the appropriateness of each of the three languages for authoing purposes is examined, and the main general design features and functions of a CAI authoring language are outlined. Economic and other considerations involved in the selection and implementation of a lexicon of operations are scrutinized. The conclusion is reached that it would seem fruitful to design a meta-language based on APL which would embody functions for the necessary instructional strategies and response analyses. It is stated that such a language would greatly facilitate the use of CAI by the non-sophisticated teacher-author by allowing him to confine his activities to stating the content of his lesson and the strategy of his presentation. (PB)

ED 087 426 Kahl, James

IR 000 170

Computer-Based Simulation Models for Communi-ty College Business Students. Pub Date Apr 73

Note—6p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Business Administration, Communication (Thought Transfer), *Community Colleges, *Computer Assisted Instruction, Decision Making, Group Dynamics, Junior Colleges, *Models, Program Descriptions, *Simulation, Small Group Instruction Identifiers—AEDS, Association for Educational

Data Systems, Longview, Lower Columbia College, Washington State Community College

Instructors at Lower Columbia College in Longview, Washington use computer-based simulation models in lower level business administration courses. Prior to use, teachers must select and obtain a simulation, discuss it with campus computer personnel, set an operations schedule, obtain the necessary supplementary material, and test run the program. Actual classroom implementation requires that small groups of students be formed and needed background information be presented. Following this, the groups compete to see which can make the most effective decisions in a given situation. Almost 90% of the students favor the use of the simulation, and experience has shown it to be an effective instructional technique. It provides for a realistic appli-cation of theory and principles, teaches students the value of intragroup processes and communi-cation in competitive decision-making environ-ments, and documents the relevance of subject matter in related fields. In addition, students are motivated to learn and are provided with an introduction to computer applications. (PB)

IR 000 171

Lorber, Michael A. Computers Help 2000 Students Self-Pace Their Learning.

Illinois State Univ., Normal. Coll. of Education.

Pub Date Apr 73
Note—7p.: Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors— Computer Assisted Instruction, *Computer Programs, Feedback, Higher Education, Humanization, *Individualized Programs, *Performance Based Teacher Education, Phonotape Recordings, Program Descriptions, Program Evaluation, *Self Pacing Machines, Teacher Education Identifiers—AEDS, Association for Educational

Data Systems, General Model of Instruction, Il-linois State University, Nova Control Unit, *Professional Sequence, Pyramid System, Self Instructional Packages, Slide Tape Sequences,

Surveillance System

Survennance system Illinois State University operates a self-paced, competency-based teacher education program known as the Professional Sequence. It is based on the General Model of Instruction used at er universities and is organized around a series of self-instructional packages. Student progress is charted by a set of computer programs called the Surveillance System which provides daily and weekly feedback. These programs also report grades and registration information and provide data to assist faculty in evaluating and modifying the instructional packages. Students are also able to use the Pyramid System to work with audio tapes and tape-slide sequences; the system tracks program utilization and its 12k Nova control unit can process computer-assisted instructional programs. The self-pacing of programs by 2000 students is made possible by extensive use of computers. To the extent that allowing students to set their learning rates and select from a number of instructional models because the selection of the selec instructional modes humanizes education, computers enable the Professional Sequence to make learning more efficient and humane. (Author)

ED 087 428

IR 000 172

Jones, John L. Physics Problem Drill By Computer. Naval Academy, Annapolis, Md. Pub Date Apr 73

Note—9p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, Higher Education, In-dividual Instruction, Individualized Programs, Physics, *Physics Instruction, *Problem Solving, Program Descriptions, Time Sharing, *Tutorial Programs, Tutoring Identifiers—AEDS, Association for Educational

Data Systems, Drill Programs, United States Naval Academy

A computer-assisted instructional program used at the United States Naval Academy to provide at the United States Navai Academy to provide students in introductory physics with practice in problem-solving is described. The author first discusses the rationale for using a time-shared, tu-torial approach and presents the steps involved in building a tutorial problem drill. Following this, the matter of getting the tutorials onto the cam-pus computer system is considered. A set of sam-ple instructions for students is provided. Finally, the system's driver routine is briefly reviewed.

IR 000 173

Klassen, Daniel L Computer Simulation in the Social Sciences/Social

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Apr 73

Note—8p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction,
*Computer Programs,
*Secondary Grades,
*Simulation, Social *Secondary Grades, *Simulation, Social Sciences, *Social Studies Identifiers—AEDS, Association for Educational Data Systems, ELECT, MARKET, New Social Studies, USPOP

Studies, OSFOP
Computers are beginning to be used more frequently as instructional tools in secondary school social studies. This is especially true of "new social studies" programs; i.e., programs which subordinate mere mastery of factual con-tent to the recognition of and ability to deal with the social imperatives of the future. Computer-assisted instruction (CAI) in such programs is educationally justified because the computer provides great information storage and retrieval capacities. In addition, CAI is economically feasible for secondary school social studies because of the large enrollments in those programs. Examples of simulations which have been used include MARKET, ELECT, and USPOP; these introduce the student, respectively, to dynamic marketing, political and demographic analyses. (PB)

Addis, Wission C.
Social Impact of the Computer: An Instructional Approach. (A Summary).
Northwest Regional Educational Lab., Portland,

Orig.

Pub Date Apr 73

Note—3p.: Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Programs, *Computers, Educational Innovation, Instructional Innovation, *Program Descriptions, *Regional Laboratories, *Se Influences, *Social Problems

entifiers-AEDS, Association for Edu Data Systems, Computer Technology Program, Northwest Regional Educational Laboratory

The mission of the Northwest Regional Educa-tional Laboratory is to effect educational renewal through the development, testing, and implemen-tation of innovative curriculums, strategies, and techniques. One of the Laboratory's four major programs--the Computer Technology Program--seeks to promote the Laboratory's mission by developing materials for teachers, administrators, and students. The program is based upon the beliefs that computers are a permanent and significant part of modern society and that it will take an informed citizenry to deal effectively with them, and with their social impact. Wherever them, and with their social impact. Wherever possible, the Laboratory-developed materials adhere to the principle of teaching about computers by teaching with computers, thus giving the learner direct experience with the phenomenon being studied. (PB)

ED 087 431

IR 000 175

McGinley, Pamela R. E.
The Training of Teachers in the Use of Computers
In the Classroom.

Pub Date Apr 73

Note—5p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

DRS TRICE ME 3-0.05 IC-30.29 escriptors—*Administrator Education, *Computer Assisted Instruction, *Computer Oriented Programs, Computers, *Computer Science Education, Data Processing, Inservice Courses, Inservice Education, Inservice Programs, Inser-Inservice Education, inservice Programs, inservice Teacher Education, Preservice Education, Program Descriptions, *Teacher Education lentifiers—AEDS, Association for Educational Data Processing, Conversational Language, Northwest Regional Educational Laboratory, DEACT

REACT

A series of three courses developed by the Northwest Regional Educational Laboratory is il-lustrative of materials designed to meet the needs of teachers and administrators for pre- and in-ser-vice computer science education. These courses can employ experienced outside consultants, stress the use of conversational language, and stress the use of conversational language, and provide hands-on experience with the computer, they were created by the Laboratory's Relevant Educational Applications for Computer Technology (REACT) Program. The first course is aimed at both teachers and administrators and source being converted to the control of the con covers basic computer concepts and uses, along with their social impact. The second unit in the series is for teachers and deals primarily with the instructional functions of computers, while the final course is intended for administrators and examines a variety of fundamental administrative data processing applications. (PB)

ED 087 432

IR 000 176

Accola, W. V. Humanizing Education Through Guidance Coun-

Pub Date Apr 73

Note—4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Counseling, *Guidance Counseling, Humanization, *Information Retrieval, *Information Storage, Program Descriptions, Secondary Grades *Student Records. Storage, Program Desc Grades, *Student Records

Data Systems, FASTER Macro Language, IBM System 360 Model 65, TGISS, *Total Guidance

Information Support System
A computerized information retrieval system A computerized information retrieval system has been designed to support the secondary school counseling effort. The system, entitled Total Guidance Information Support System (TGISS), runs on an IBM System/360 Model 65 facility and uses the IBM 2848 Display Control List. The officers consists of an interactive comfacility and uses the IBM 2848 Display Control Unit. The software consists of an interactive communications program developed in the Filling and Source Data Entry Techniques for Easier Retrieval (FASTER) macro language, along with supporting file generation and maintenance programs. After entering a security password, the counselor keys one of 14 inquiries into an IBM 2260 Display Station; the response is a formatted report displayed on a cathode ray tube. In addition to a student psychograph, information may be retrieved regarding the student's personal background, his transcript and grade point average, current schedule, standardized test scores, interests, health record, and work ex-perience (PR) perience. (PB)

IR 000 177

Marble, James E. And Others

The Development and Implementation of an Integrated Career Education and Placement Program For the Washington State System of Community Colleges.

Pub Date Acr. 73. Pub Date Apr 73

Note-12p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$6.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, Community Colleges, *Computer Oriented Programs, Data Bases, Data Processing, Humanism, Humanization, Information Networks, Information Processing, Information Services, *Information Systems, *Placement, Program Descriptions, State Programs, *Statewide Planning Identifiers—AEDS, Association for Educational Data Systems, IBM 360 Model 30, ICEPP, *Integrated Career Education and Placement Programs, *Integrated Career Education and Placement Programs, *Integrated Career Education and Placement Programs, *Integrated Career Education and Placement Placement

tegrated Career Education and Placement Program, Washington State Community College System

The community colleges in the state of Washington are committed to a Six Year Plan to provide computing and information systems support to all students. The system is intended to make available a broad range of career place-ment information to assist decision-making, thereby humanizing education by insuring fewer misguided students, counselors and teachers. The misguided students, counselors and teachers. The pilot phase of a program, known as the Integrated Career Education and Placement Program (ICEPP), seeks to implement these goals. It rests on four linear segments of career development: exploration, preparation, specialization, and con-tinuing education/employment. The system uses tinuing education/employment. The system uses the IBM 360 Model 30 DOS System with ten files containing data on students, institutions, employ-ment forecasts, training programs, financial aids, jobs available, job descriptions, job titles, commu-nity resources and follow-up material. The second phase of the ICEPP will expand the pilot version statewide; regional networks of four to six institutions will be formed and the batch processing mode of the first phase will be replaced by an interactive information processing system environ-ment allowing the standard terminal applications of message switching, broadcasting, inquiry, data collection, conversational data entry, and order

ED 087 434 IR 000 178 Haugo, John E. Minnesota Educational Computing Consortium.

Pub Date Apr 73
Note—4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Computers, *Consortia, Higher Education, Pro-

gram Descriptions, Shared Services, *State Pro-

grams, Statewide Planning Identifiers—AEDS, Association for Educational Data Systems, MECC, Minnesota, *Minnesota

Educational Computing Consortium
The state of Minnesota has established the Minnesota Educational Computing Consortium (MECC) to coordinate the state's educational computing activities. The Consortium is governed by a board of directors representing the State Department of Education, the State Junior Colleges, the State Colleges, the State University and the public and is designed to respond to user needs as defined by these member systems. MECC receives funding for communication facilities from the state, while support for services comes from the member systems using those services; accountability to the state government and the public is maintained through biennial reports. The Consortium's responsibilities include: 1) the coordination and consolidation of the computing budgets of the member systems; 2) the provision of computer services related to development of educational computing; 3) the offering of fiscal management services; 4) the owing, leasing and operation of computer systems; and 5) the development of long-range computing plans. It is anticipated that MECC will result in the provision of better services and access to computers for educators, students, and the public and that it will promote better communication about computing needs between educational systems and the state government. (PB)

ED 087 435

IR 000 179

Johnson, Mark

Johnson, Mark
The Washington Community College System's Approach to Humanizing Education.
Pub Date Apr 73
Note—9p.; Paper presented at the Association for

Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Computer Oriented Programs, Computers, Humanism, Humanization, Program Descriptions, *State Programs, *Systems Approach

Identifiers—AEDS. Association for Educational

Data Systems, Washington, *Washington State Community College System The systematic approach used by the state of The systematic approach used by the state of Washington to humanize education by meeting the computing needs of its community college system is described. A brief sketch of the background of the state's community college system is provided, along with some indications of significant trends at the community college level. The general systems approach of establishing objectives, creating programs to achieve these objectives, and evaluating their success or failure is described, followed by a discussion of how these procedures were used to implement computing systems and services. Finally, the major handless of the entered these free distincts of the entered to the control of the entered to the control of the entered to the control of the entered to the benefits of the approach are considered. (PB)

ED 087 436

IR 000 180

Mathews, Walter M. Computer Applications in Decision-Making In Educational Administration.

Pub Date Apr 73
Note—9p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-\$5.29

Descriptors—*Computer Oriented Programs,
Cost Effectiveness, Critical Path Method,
Decision Making, *Decision Making Skills,
*Educational Administration, Elementary
Grades, Linear Programing, Management Information Systems, Projective Tests, School Sur-

mation Systems, Projective Tests, School Surveys, Secondary Grades, Simulation
Identifiers—AEDS, Association for Educational
Data Systems, Decision Science Techniques,
PERT, Planning Programing Budgeting System,
PPBS, Program Evaluation and Review

Technique

A survey investigated the use of seven comp terized decision-science techniques in public school systems. A stratified random sample of 128 12-grade school districts of varying sizes was drawn; a questionnaire was sent to the respective superintendents asking them to report the current and potential applications of the following techniques in their districts: 1) program evalua-tion and review technique (PERT); 2) planning, programing, budgeting system (PPBS); 3) simula-tion; 4) linear programing; 5) projection; 6) management information systems; and 7) cost-benefit analysis. Results showed that projection techniques were the most widely used, averaging three applications per district, followed by management information systems and cost-benefit analysis (each more than two applications per district), PPBS and simulation (two applications each per district) and linear programing and PERT (one per district). While the number of ap-plications was higher than expected, it was still evident that successful methods were not being employed to an optimum extent. Since school ad ministrators realize their needs in these areas, it is incumbent upon training programs to provide educators with the skills required to utilize these techniques. (PB)

ED 087 437 IR 000 181

Nutt, A. T. Batsell, R. R.
Multiple Linear Regression: A Realistic Reflector.
Pub Date Apr 73 Note-21p.; Paper presented at the Association for Educational Data Systems Annual Conven-

tion (New Orleans, Louisiana, April 16 through 19, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Data Processing, *Decision Making, Decision Making Skills, *Educational Administration, Models, *Multiple Regression Analysis, Research Methodology Identifiers—AEDS, Association for Educational Data Systems, MLR, *Multiple Linear Regres-

Examples of the use of Multiple Linear Regres-

sion (MLR) techniques are presented. This is done to show how MLR aids data processing and done to snow mow MLR aids data processing and decision-making by providing the decision-maker with freedom in phrasing questions and by accurately reflecting the data on hand. A brief overview of the rationale underlying MLR is given, some basic definitions are offered, and MLR is described as the process of defining alternative linear models and using appropriate test statistics to determine the model which best satisfies the criteria of simplicity and goodness of fit. Following this, an actual question of interest to an edu-cational decision-maker is stated, and a linear model which reflects the relevant factors is presented. The process of "testing the question" s outlined. An action-oriented interpretation of the data analysis and the resulting steps to be taken by the administrator are described. (Author/PB)

ED 087 438

IR 000 182

Rademacher, R. A. A Resource Allocation Model For Public School District Planning. Pub Date Apr 73

Note-7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, Computer Programs, Educational Administration,

*Models, *Resource Allocations, *School Districts, *School Planning, *Simulation, Speeches Identifiers-AEDS. Association for Educational Data Systems, FORTRAN, Opti Planner

Three main sections comprise this brief ex-ploration into the development and use of a general-purpose computer simulation model for diverse sizes and levels of school district organization. The first part of the paper gives an in-troduction to modeling and simulation theory, providing the school district administrator with a foundation for understanding the roles and possi-bilities of these techniques. The middle section describes a school submodel reported in several papers published by the National Center for Educational Statistics. Finally, the concluding portion discusses the applicability and mechanics of Optiplanner, a FORTRAN-based computer program being developed at Colorado State University. (Author/PB)

ED 087 439

IR 000 183

Higgins, K. Ronald
A Model Generator for the Faculty Flow Process In a Large-City District. Pub Date Apr 73

Note—15p.; Paper presented at the Association for Educational Data Systems Annual Conven-tion (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Faculty, *Models, Personnel Data, *Personnel Management, Personnel Needs, Program
Descriptions, School Districts, School Planning,
*Simulation, Teachers, *Urban Schools

Identifiers—AEDS, Association for Educational Data Systems, Faculty Flow, Markov Chain, Model Generator, PERSIM, *Personnel Simula-

Personnel Simulation (PERSIM), a computerized model developed to trace the flow of faculty through the processes of entry into, en-gagement within, and withdrawal from an educagagement within, and withdrawn from an educa-tion agency, is described. Major topics discussed include: 1) PERSIM's capabilities; 2) the development of a data base for the model; 3) the integration of PERSIM's components; 4) factors affecting the selection of data base elements; 5) PERSIM's extension of the Markov Chain Concept; and 6) the model's generator feature. Following this, some test cases are defined and the results thereof presented. Lastly, applications of PERSIM for activities such as the evaluation of teacher contracts and proposed legislation, the projection of manpower estimates, the prediction of hiring requirements, and the analysis of ter-minations are described. (PB)

ED 087 440

IR 000 184

Turk, James H.
Budget ESTimation (BEST).

Pub Date Apr 73

Note-14p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Budgeting, "Computer Oriented Programs, "Computer Programs, Educational Administration, Educational Planning, On Line Systems, "Personnel Needs, Program Descriptions, *Scheduling, Secondary Grades
Identifiers—AEDS, Association for Educational

Data Systems, BEST, *Budget ESTimation, Dallas Independent School District, Texas

The Dallas Independent School District uses a multi-step computerized scheduling system to op-timize the student's ability to schedule the courses he wants. Four distinct steps are involved: 1) course offerings are defined; 2) student requests are enumerated; 3) schedules are prepared, based upon requests; and 4) students are put into the schedule. A series of computer programs entitled Budget ESTimation (BEST) is employed to assist the secondary principal in dealing with budget preparation, teacher requirement estimates, and schedule making. BESTcloses the time lapse between schedule and personnel projections in relation to budget preparation, providing the administrator with useful data such as on-line stu-dent request input and output consisting of line printer budget and schedule working charts. (Author/LB)

ED 087 441

IR 000 185

Worner, Roger B. PPBS And the Derivation of Cost/Effectiveness. Pub Date Apr 73

Note—8p.; Paper presented at the Association of Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

Descriptors—Budgeting, *Cost Decision Making, *Educational Accountability, Educational Administration, Management Management Educational Administration, Management Systems, *Planning, Program Budgeting, Pro-gram Descriptions, Program Effectiveness, *Programing, *Program Planning, Resource Al-locations, School Planning, School Systems

Identifiers—AEDS, Association for Educational Data Systems, *Planning Programing Budgeting

Systems, PPBS

Planning-programing-budgeting systems (PPBS) Planning-programing-budgeting systems (PPBS) have borne few of the fruits that many claimed they would. This is partly due to the five following widely held misconceptions about PPBS: 1) that PPBS is primarily concerned with budgeting; 2) that it is not necessary to attend to all ele-2) that PPBS should displace instructional goals;
3) that it is not necessary to attend to all elements of PPBS. 4) that 3) that it is not necessary to attend to all ele-ments of PPBS; 4) that existing school programs can easily be converted to PPBS; and 5) that PPBS can be implemented in a brief period. PPBS can be successful only if school systems make operational all five critical PPBS elements by articulating program, analy specifying content. by articulating program goals, specifying content, acquiring and implementing program software,

assessing program effectiveness, and preparing assessing program enterteness, and preparation program budgets. Only then will it be possible to test the ability of PPBS to produce cost/effectiveness data to aid in decision-making concerning the allocation of scarce educational resources. PPBS will produce cost/effectiveness data, but it PPBS will produce cost/effectiveness data, but it will require that educators recognize the in-adequacies of their planning, programing, evaluation, and budgeting systems and redevelop these elements in a manner which will permit PPBS to become a functional and operational management seed (Authors IR). tool. (Author/LB)

IR 000 186

Flocco, Edward C. School Planning, Evaluation and Communication System (SPECS).

Note-4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

Descriptors—*Budgeting, Communication (Thought Transfer), Cost Effectiveness, Educational Administration, Management Systems, Program Budgeting, Program Descriptions, *Program Evaluation, *Program Planning, *School Planning, School Systems, *Systems Approach

Identifiers—AEDS, Association for Educational Data Systems, CASEA, Center Advanced Study Educational Administration, General Learning Corporation, *School Planning Evaluation Communication System, SPECS, University of

Oregon

A comprehensive school planning tool is available from General Learning Corporation and the Center for the Advanced Study of Educational Administration at the University of Oregon. This School Planning, Evaluation and Communication System (SPECS) provides a deliverable system of training, implementation strategies and materials training, implementation strategies and materials and technical support services to educational organizations interested in new planning approaches. SPECS services include systems analysis, cost accounting, program planning, goal definition and assessment. All are designed to aid schools in planning and managing their programs, and budgets, assessing student learning and instructional activities, and involving the total comunity in the educational effort. Field testing of SPECS indicates that it can be successfully implemented and that it will provide school directly and the sixty of the successfully implemented and that it will provide school directly and the sixty of the successfully implemented and that it will provide school directly and the sixty of the successfully implemented and that it will provide school directly and the sixty of the successful and the sixty of the sixt mented and that it will provide school districts with the ability to gather information about sired and actual inputs, processes and outputs.

ED 087 443

IR 000 187

Weiss, Edmond H. Ackerman, Jerry
System For Trenton's Educational Planning
(STEP): A Computer-Based Approach to Realizing Community Goals.

New Jersey State Dept. of Education, Trenton.

Pub Date Apr 73

Note-17p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19 1973)

Descriptors—Budgeting, *Community Involvement, *Computer Oriented Programs, *Educational Planning, Policy Formation, Program Descriptions, *Program Planning, School

Planning, School Systems
Identifiers—AEDS, Association for Educational
Data Systems, New Jersey, STEP, "System for Trentons Educational Planning, Trenton Public

The System for Trenton's Educational Planning (STEP), a set of procedures for strategic planning, is described. The background to the project and the desired goals which led to STEF project and the desired goals which led to STEP are reviewed, and the major components of the annual planning cycle, including assessment, base case planning, policy formulation, project design, simulation of alternatives, and budget preparation are discussed. Summary explanations of the system's analytical models are given and estimates are made of the applicability of STEP to other potential users. (Author/LB)

IR 000 188

Weischadle, David E.
An Educational Planning System. New Jersey State Dept. of Education, Trenton. Pub Date Apr 73

Note-14p.; Paper presented at the Association for Educational Data Systems Annual Conven-tion (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Educa-tional Planning, Educational Research, Pro-gram Descriptions, Program Evaluation, *Pro-gram Planning, *School Planning, School

Identifiers-AEDS, Association for Educational Data Systems, Elementary Secondary Educa-tion Act Title III, EPPBS, ESEA Title III,

STEP, System for Trentons Planning, Trenton Public Schools

A description of the two major outcomes of Trenton's Title III project, "Building a Comprehensive Planning Capability Using EPPBS", is prehensive Planning Capability Using EPPBS", is given. The author first briefly reviews the planning system which resulted from the project, entitled the System for Trenton's Educational Planning (STEP). Following this, a detailed overview of the other end product—the district planning office—is provided. Major activities of this Division of Research, Planning, and Evaluation are categorized under the headings of research, planning, evaluation, project development and management, and related activities; details are supplied for each of these groups. (LB) (LR)

ED 087 445 IR 000 189

Barbadora, Bernard M.
A Brief Description Of the School Information
System of the Cincinnati Public Schools.
Cincinnati Public Schools, Ohio.

Pub Date Apr 73 Note—7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

escriptors—*Computer Oriented Programs,
*Data Processing, *Decision Making, Elementary Schools, *Information Processing, *Information Systems, Instructional Programs, Program Descriptions, Secondary Schools Identifiers—AEDS, Association for Educational Data Systems, Cincinnati Public Schools, ESEA

Title III, Hewlett Packard 2000 C, *School In-

formation System, SIS

Cincinnati's school district has developed a computerized School Information System (SIS) to provide decision-makers with essential informa-tion. The system serves all 102 elementary, junior high and senior high schools in the district and currently gathers data at the school level, focusing primarily upon the instructional program dimension; extension to smaller organizational units and other program areas such as budgeting and scheduling is planned for the future. A Hewlett-Packard 2000 C unit with 64K of memory is employed and storage for the time-shared environment is via a 2314 tape disc. For each school information is gathered on pupils, school attendance, physical plant, and certificated school attendance, physical plant, and certificated staff; I I different reports are routinely generated. The system has been judged successful in terms of its ability to support planning, evaluation and accountability and local money has replaced the original Elementary and Secondary Education Act Title III funding. However, additional funds are needed and district personnel will require more training in order to derive maximum benefit from SIS. (PB)

ED 087 446
Yarborough, L. Everett Fox, Henry C.
Implementation, Operation, and Management of a
Non-Time Based School.
Pub Date Apr 73
Note—5p.; Paper presented at the Association for
Educational Data Systems Annual Convention
(New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Computer Oriented Programs, Continuous Progress Plan, Differentiated Staffs, Educational Innovarion, Educational Objectives, Flexible Facilities, *Independent Study, *Individual Instruction, *Individualized Instruction, *Individualized Programs, Instructional Innovation, Program Descriptions, Secondary Grades, Year Round

Identifiers—AEDS, Association for Educational Data Systems, Florida, *Non-Time Based

The Florida Department of Education has adopted state-wide goals and performance objectives which can ultimately serve as the basis of anon-time based school. In such a system, student performance will be the measure of an individual's success, as opposed to merely the number of years spent in the classroom; addi-tional characteristics will include year-round operation, individualized learning, continuous evaluation, flexible space, differentiated staffing, non-traditional grading and community involve-ment. Students and parents will set goals and plan programs; these will consist of learning segments programs; these will consist of learning segments comprised of clusters of performance objectives. Computer-managed instructional systems will assist students in registering and in undergoing pre-evaluation, learning experiences and post-evaluation. Lastly, classroom organization and teacher and administrator roles will be greatly altered to allow individuals to work at their own paces and to relate to educators as learning aids and consultants. (PB)

IR 000 191

Wood, Rex Accessible Management Remotely (RAMS). System

Pub Date Apr 73
Note—3p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-90.65 HC-9.3.29
Descriptors—*Computer Oriented Programs,
Computer Programs, *Data Processing, Educational Administration, Electronic Data
Processing, *Interinstitutional Cooperation,
*Management Information Systems, Program
Descriptors, Parisonal Programs, School Dis-Descriptions, Regional Programs, School Districts, Time Sharing Identifiers—AEDS, Association for Educational Data Systems, IBM 360 Model 50, Michigan,

Oakland Schools, Pontiac, RAMS, *Remotely Accessible Management System Oakland Schools, an Intermediate School District for Administration, operates a Remotely Ac-cessible Management System (RAMS). RAMS is composed of over 100 computer programs, each of which performs procedures on the files of the 28 local school districts comprising the con-stituency of Oakland Schools. This regional service agency covers 900 square miles in the area north of Detroit, Michigan and encompasses schools with a total of 250,000 students. The central facility includes an IBM 360 Model 50 with 1.4 million bytes of memory, 24 spindles of 2314 type disk storage, a card reader/punch, a line printer, tape drives and other peripherals. Cur-rent files are conceptualized around the sub-systems of finance, staff, and students; work is progressing on an instructional file. Each district maintains its own discrete files and multi-programing is used to serve the 28 clients. Nineteen computer personnel operate the central facility; in addition, the agency's various educational consultants who work with the 28 districts are responsible for helping those schools to use the available technology. (PB)

ED 087 448

IR 000 192

Hall, Randall K A User of RAMS*--Saginaw City Schools

Pub Date Apr 73 Note—2p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Computer Programs, *Data Processing, *Edu-Computer Programs, *Data Processing, *Educational Administration, Interinstitutional Cooperation, *Management Information Systems, Program Descriptions, Regional Programs, School Districts, Time Sharing Identifiers—AEDS, Association for Educational Data Systems, Oakland Schools, RAMS, Remcon 2780 Terminal, *Remotely Accessible Management System, Saginaw City School System

System
In 1969 the Saginaw, Michigan City School
System affiliated with the Remotely Accessible
Management System (RAMS) developed by the Oakland Schools, a regional service agency. The affiliation enabled Saginaw to move into computerized data processing with minimal costs for programing personnel, systems specialists, hard-ware, software, and operating personnel. Program packages were developed to run data processing

operations in the areas of finance, personnel, and student records. The district uses a Remcon 2780 terminal and relies heavily upon Request, a procedure which the user employs to obtain information from a file by writing a program to for-mat reports that meet particular needs. On the whole, Saginaw's experience with the time-shared whote, Sagniaw experience with the unite-stated system has been a successful one, largely due to the service orientation of the central computer facility of RAMS and to the strong inservice training provided to the local district personnel.

IR 000 193 Staebler, Mel

Organizational Impact of RAMS. Pub Date Apr 73

Note-6p.: Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.05 HC-35.29
Descriptors.—*Administrative Organization, Computer Oriented Programs, *Educational Administration, Electronic Data Processing, *Management Information Systems, *Organizational Change, *Participation, School Districts, Speeches

Identifiers-AEDS, Association for Educational Data Systems, Participatory Management, Pon-tiac City School System, RAMS, *Remotely Accessible Management System

A series of observations is made regarding the potential impact of the Remotely Accessible Management System (RAMS) upon the administrative structure of the Pontiac, Michigan City School System. Nine major results of the district wide needs assessment are reported, and evidence is advanced to support the conclusion that modern educational organizations which rely upon participatory management need fast com-munications, large data bases, interacting files, and sophisticated hardware, all of which are provided by a computerized management informa-tion system. The major characteristics and kinds of information flow found in organizations with participatory management are discussed, and some alternative models of organization are reviewed. (PB)

ED 087 450

IR 000 194

Smith, Robin C. A Personnel System for People.

Pub Date Apr 73
Note—14p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, *Information Processing, *Information Systems, *Personnel Data, Personnel Management, Program Descriptions, School Districts, School Personnel nel

Identifiers—AEDS, Association for Educational Data Systems, Montgomery County Maryland Public Schools, *School Information System,

A description is provided of the personnel subsystem of the computerized School Informa-tion System (SIS) developed by the Department of Advance Planning and Development of the Montgomery County, Maryland Public Schools. Other subsystems of SIS are being developed to deal with data relating to pupils, material, finance and facilities. The first section of the paper reviews the general design of the personnel subsystem, its design objectives, and its conceptual design. Brief mention is made of applications which are not operational, but which are planned for the areas of: 1) certification and in-service training, 2) payroll, 3) substitute teachers, and 4) application and recruitment. Lastly, detailed discussions of operational applications in the areas of personnel master files and position control are presented. (PB)

ED 087 451

IR 000 195

Richards, Thomas C.
A Survey of Computerized School Bus Routing.
Pub Date Apr 73
Note—7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bus Transportation, *Computer Oriented Programs, *Scheduling, *School Buses, School Districts, State of the Art Reviews, *Student Transportation

Identifiers-AEDS, Association for Educational

Data Processing
A review of significant activities in the area of computerized school bus routing is conducted. The various factors which contribute to the complexity of transporting students to and from school are first surveyed and, following this, the overall problem is formalized in terms of of nodes and links. An analysis of several routing systems is presented, including: 1) manual schemes, 2) punched card systems, 3) systems which are based on models drawn from other fields such as sales or warehouse shipping, 4) computerized systems and 5) randomly generated routing systems. The conclusion is advanced that the computerized systems developed for particular school districts are usually not generalizable to other districts. Since the needs of individual districts vary widely, it is recommended that each develop a computerized system which best fits its local specifications. (PB)

ED 087 452 Miller, J. J. Skees, W. D.

IR 000 196

Pupil Master Record System: History and Out-

Pub Date Apr 73

Note—13p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Data Processing, *Information Processing, *Information Processing, *Information Processing, *Information Systems, *Program Descriptions, School Districts, *Student Records

Identifiers—AEDS, Association for Educational Data Processing, COBOL, IBM \$ 370, Mont-gomery County Public Schools, PLMF, *Pupil Master File, School Information System

The Montgomery County, Maryland Public Schools, working with Operations Research, Incorporated, developed a Pupil Master File (PLMF). PLMF is one of the several applications included within the Pupil Subsystem of the dis-trict's overall computerized School Information System. The PLMF is designed to provide: 1) a master file which enables users to implement the pupil data system; and 2) interface capability with other subsystems. It protects the confidentiality of sensitive data, provides retrieval access to the entire system, and facilitates input, output, and file expansion. PLMF uses COBOL software and is implemented on IBM S/370 equipment. The application is used to measure educational progress, to supply data for planning and projections, to generate data for research purposes, and to supply teachers with pupil porfiles to aid classroom decision-making. Since PLMF ties several applications of the Pupil Subsystem together, thereby reducing errors and increasing efficiency, it is judged a useful tool for the educational administrator. (PB)

Gunderson, James O.

An Automated Media Scheduling and Circulation Control System.

Pub Date Apr 73 Note—7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Film Libraries, *In-structional Films, Instructional Media, *Library Automation, Library Circulation, Program Descriptions, Regional Libraries, *Scheduling, School Districts
Identifiers—AEDS. Association for Educational

Data Systems, Multnomah County Intermediate

Education District, Oregon, Portland
The Multnomah County Intermediate Education District, located in Portland, Oregon, uses a computerized system to meet the catalog, circulation control, and management needs of its re-gional film library. The system's programs serve the four functions of: 1) creating and maintaining a film file; 2) developing a catalog; 3) booking film requests on a daily basis; and 4) generating monthly and year-to-date reports. The system is highly successful, for it efficiently schedules films for 70 buildings in 13 districts. Of the 60,000 requests for films in the 1972-73 school year, more than 90% were filled, despite the fact that the film library contains only one copy of most films (nearly 3100 different titles among its 3600 periods). Computation cacheduling allowed prints). Computerized scheduling allowed each print to be used 14.4 times annually and permitted each teaching station to utilize 37.1 films per year. (PB)

ED 087 454

IR 000 198

ED 087 454 IR 000 198 McIsaac, Donald N. Oison, Thomas Retrieval of ERIC Files. An On-Line Approach. Wisconsin Univ., Madison. Pub Date Appr 73 Note—10p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973). 19. 1973)

EDRS Price MF-\$0.65 HC-\$3.29

EURS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computer Science, *Data Bases, *Information Retrieval, Information Storage, *Information Systems, *On Line Systems, Program Descriptions Identifiers—AEDS, Association for Educational Data Systems, Boolean Operators, Educational Resources Information Center, ERIC, Hash Coding, *WISE ONE

A description is provided for WISE-ONE, an information retrieval program designed to provide fast, efficient access to computer-based information files. The author focuses upon WISE-ONE's application to the Educational Resources Information Center's (ERIC) data base; WISE-ONE was designed specifically to meet the needs of researchers using ERIC, but its logic is sufficiently general to accommodate other computer-based library systems. The author first reviews ERIC's history, its products, and its thesaurus. Following this, the binary tree and index sequential file approaches to data structuring are discussed, and their disadvantages brought to light. Next, the hash coding method of data base entry is described, the conclusion is reached that it provides the best approach to the data base. Finally, the use of Boolean Operators is discussed and means of updating files are considered. (PB)

ED 087 455

Link, Albert D. A Study of a Direct Interface of the Novice User To a Complex Batch Processed Computer Apnlication.

Pub Date Apr 73

Note—26p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-90.65 HC-93.2.9
Descriptors—*Computer Assisted Instruction,
Computer Programs, *Computer Science Education, Educational Research, *Information
Retrieval, *Information Science, Information
Systems, Intermode Differences, *Use Studies
Identifiers—AEDS, Association for Educational Data Systems, Educational Resources Informa-tion Center, EQUIP, ERIC, *ERIC QUERY In-

terface Program

A research study investigated the validity of directly interfacing an uninitiated user with a complex, computerized batch processing system via a conversational, interactive language. A control group conducted mediated searches of the ational Resources Information Center's (ER-IC) files by consulting with an information spe-cialist. Members of the experimental group directly conducted their own searches, after undirectly conducted their own searches, after undergoing training with the ERIC/QUERY Interface Program (EQUIP), a computer-assisted instructional training package. Results showed that:

1) the choice of interface methodology (mediated or direct) did not influence the user's satisfaction with the search; 2) there was no relation between the user's knowledge of the system and his satisfaction with it; 3) those trained by EQUIP showed significant increases in their ability to conduct computer searches of ERIC; and 4) there was no predictive relationship between the user's knowledge of the system and the precision of the resulting search, thus indicating that the system was less than ideal. (PB)

ED 087 456

Dyer, Maxwell Children of the Four Winds: The Migrant Student Record Transfer System

Arkansas State Dept. of Education, Little Rock. Pub Date Apr 73

Note-7p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors— *Computer Oriented Programs, Information Systems, *Migrant Child Education, *Migrant Children, *Migrant Education, Program Descriptions, Rural Education, *Student Records

Identifiers—AEDS, Association for Educational Data Systems, *Migrant Student Record Transfer System, MSRTS

A discussion of the computerized Migrant Stu-dent Record Transfer System (MSRTS) is presented. The author first describes it as a functional automated system, headquartered in the Arkansas Department of Education, which serves the record transferral needs of seasonal farm migrant children as they move throughout the contiguous 48 states. Eligibility for MSRTS services is defined, classifications of migrants are outlined, and salient characteristics of farm migratory children are mentioned. The final section of the paper reviews the funding which sup-ports MSRTS, lists the major services of and benefits derived from the system, and discusses the measures built into the system to safeguard the privacy of sensitive information. (PB)

Otterson, Carol Student Administration K-12: Need Vs Ability.

Pub Date Apr 73

Note—9p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors.—*Computer Oriented Data Processing, Elementary Grades, *Information Processing, *Information Systems, Descriptions, Secondary Grades, *Student Program Pr Records

Identifiers-AEDS, Association for Educational Data Processing, Tacoma School District, Washington

A review of the data processing operations used by the Tacoma, Washington School District to process its student records is presented. The first section of the paper provides some pertinent statistics about the district's student population and its hardware, software, and computer person-nel. Next, a brief review of the results of a comnet. Next, a orier review of the results of a com-puter-usage and attitude survey in the state is of-fered. The final part of the discussion focuses upon the current status of the districts' data processing operation, including how it has developed and where it is heading. (PB)

ED 087 458

IR 000 202

Rudy, Harry L. And Others
Planning and Controlling Computer-Based
Systems Development.

Florida State Dept. of Education, Tallahassee. Pub Date Apr 73

Note—18p.; Paper presented at the Association for Educational Data Systems Annual Conven-tion (New Orleans, Louisiana, April 16 through

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—"Computer Oriented Programs,
"Computer Programs, Data Processing, Information Processing, "Management, "Planning,
Program Descriptions, Programing, State Departments of Education, Systems Analysis,
"Systems Development
Identifiers—AEDS, Association for Educational Data Systems, Florida Department of Education, IBM Project Control System, PCS, Project Management Procedure
A project management procedure used in conjunction with the IBM Program Control System (PCS) is described. Information is given on how the combination is used by the Florida Department of Education to control the cost of data processing projects and to ensure their comple-

processing projects and to ensure their comple-tion on schedule. The first section of the paper tion on schedule. The first section of the paper describes the project management procedures, discussing background material, the information Systems Section of the Department of Education, and needs identified by the Section. Also reviewed are the seven phases of the management procedure: 1) problem analysis; 2) problem definition; 3) systems analysis; 4) systems design; 5) protein specifications; 6) processing and in-5) program specifications; 6) programing and implementation; and 7) systems evaluation. The

second part of the paper deals with the Project Control System, with emphasis upon network and system concepts. The concluding section of the report describes the application of the project management procedures and the Project Control System to the development of a large computerbased system run by the Florida Department of Education. Topics discussed include the history and development of the computer system. A sum mary and some conclusions are also presented.

ED 087 459

IR 000 203

Harvey, Glenn B.
Rounding Second Base With Data Base: DePaul
University's Experience.
De Paul Univ., Chicago, Ill.

Pub Date Apr 73

Note-16p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

*Computer Programs, *Data Processing. Higher Education, *Management, Program Descriptions

Identifiers-AEDS, Association for Educational Data Systems, *Data Base, De Paul University, Generalized Retrieval System

A description of Data Base, the computerized data processing system used by De Paul University, is provided. Some background information on the school's data processing experiences and its decision to adopt Data Base are first presented. followed by a brief review of the Data Base software selected for use by the University. Fuller details are then given about the data management system, including information about its stream, construction standards, dictionary of elements, file relationships, and hardware. Lastly, a description of Data Base's Generalized Retrieval System is offered. The system's main components and characteristics are outlined and an illustration of its operation is provided. (PB)

ED 087 460

IR 000 204

Hansen, R. W. Shostak, A. D. How To Evaluate and Select Software.

Pub Date Apr 73

Note-4p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Cost Effectiveness, *Evaluation, Guidelines, Guides, *Program Evaluation, *Selection

Identifiers-AEDS, Association for Educational

Data Systems

Several factors relevant to the evaluation and selection of cost-effective computer software are discussed. Topics considered include: usage rights, disclosure privileges, delivery and warranty terms, maintenance agreements, program releases and modifications, installation, and remote versus on-site usage. (PB)

ED 087 461

IR 000 205

Ward, Obie Poulos, Cynthia
Trends in OMR Techniques and Equipment.
Atlanta Public Schools, Ga. Computer Center.

Pub Date Apr 73

Note-3p.; Paper presented at the Association for Educational Data Systems Annual Convention (New Orleans, Louisiana, April 16 through 19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Processing, *Electronic Data Processing, *Electronic Equipment, Information Processing, *Optical Scanners, Program Descriptions

Identifiers-AEDS, Association for Educational

Data Processing, Atlanta Public School System, Georgia, OMR, *Optical Mark Reader Various aspects of the Optical Mark Reader (OMR) used by the Atlanta Public School System are discussed. First considered are the required features of the OMR scanner. Following this, methods of motivating users to record data accurately are described. Finally, a description of how forms are designed for the convenience of users is provided. (PB) ED 087 462

IR 000 207

Hood, Paul D. Hayes, Tamara C.

The Communication Program Survey, Spring 1967. A Survey of Public Elementary and High School Teachers and Principals in Twelve San Francisco Bay Area Counties Regarding Their Interest in, and Attitudes Toward Educational Innovation, Research and Development.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Development, Berkeley, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational Innovation, *Educational Research, Elementary School Teachers, Expenditures, In-Teachers, Surveys, *Teacher Attitudes
Teachers, Surveys, *Teacher Attitudes
Hentifiers—Communication Program Survey,
Research and Development, San Francisco Bay

A survey involving a 2.5 percent sample of teachers and principals in the San Francisco area was made to determine their interest in, knowledge of, and attitudes toward educational innovation, research and development. The answers received showed that: 1) principals were more interested in research than were teachers;
2) interest in new developments was wide-reaching, 70 different innovations were men-tioned when the participants were asked to list the three most promising innovations; and 3) educators vastly overestimated (by a factor of anywhere from 4 to 11 times) expenditures for research and development, but still felt that these amounts were not sufficient. The overall conclusion drawn from the study was a positive one. It was felt that, despite some lack of information about specific innovative projects and about research and development activities, the participants revealed a general awareness of innovations, a moderate to strong interest in learning more about educational discoveries, and a clear disposition to support educational innovations and to cooperate in research and development activities. (Author/PB)

ED 087 463

IR 000 208

IR 000 209

Lipman, Dale

Technology In The Public Schools?

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space

Administration, Washington, D.C. Report No-Memo-73-6

Pub Date Dec 73

Note-100p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-50.65 HC-53.29
Descriptors—Behavioral Objectives, Decision
Making, Educational Accountability, *Educational Technology, Elementary Grades, Learning Theories, Political Influences, *Political Issues, *Public Schools, Secondary Grades, *Social Factors, State of the Art Reviews,
*Systems Approach, Teacher Attitudes, Unions
An evaluation is made of the technological,
analytical, social, and political forces which analytical, social, and political forces which operate on the public schools and influence their disposition toward the utilization of technology. Three chapters are devoted to delineating the manner and extent to which technology, accountability, and behaviorist learning theory in-teract. The potential significance of their combined impact is elaborated upon and illustrated by an idealized case in point in chapter IV. Chapter V deals with the expected opposition of unionized teachers and examines ways to build public preference for more effective, efficient educational technology through the dissemination of more accurate information. Chapter VI explores the social and political implications of introducing technology into education under the previously defined conditions and a summary offers some conclusions about technology, human freedom and decision-making. Two appendixes discuss: 1) vouchers, free schools and community control and 2) testing students and determining accountability. (Author/PB)

ED 087 464 Irrera, Leo C. Humpty-Dumpty and the Cable. Pub Date 18 Jan 74

Note-9p.; Paper presented at the Publi-cable Meeting (New York, N.Y., January 18, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Cable Television, Communication (Thought Transfer), *Community Cooperation, "Community Involvement, Community Programs, "Problem Solving, "Social Integration, Social Problems, Speeches, Telecommunication Identifiers—CATV, Community Communications Project, New Paltz, New York Modern society as it has evolved is fragmented,

but its ever increasing complexity has developed so many interfaces that reintegration has become mandatory. Cable television (CATV) can serve as an integrating force which can help members of the community to pool their resources in a variety of problem-solving efforts. This can only happen, however, when CATV demonstrates that it has a practical pay-off by showing that it can assist individuals to overcome their feelings of assist individuals to overeither feelings of helplessness in the face of huge problems. For this to occur, cable systems will have to be designed in accordance with the defined needs of communities. Systems such as the one designed for the Community Communications Project in New Paltz, New York can serve as working models for others in the field. (PB)

Milne, Bruce G., Comp.

Evaluation Report for Library Demonstration-Dial
Access Retrieval System. End-Of-Project Re-

Mitchell Independent School District 45, S. Dak. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C

Pub Date Mar 73

Note—68p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Dial Access Information Systems, Individualized Instruction, *Instructional Materials Centers, Junior High Schools, Parent Attitudes, Recordings, *Program Evaluation, Question-naires, Student Attitudes, *Tape Recordings, Teacher Attitudes
Identifiers—*Audio Tutorial Instruction, Elemen-

tary Secondary Education Act Title III, ESEA

In 1969, the Dial Access Retrieval System (DARS) was funded as a three year project for the Mitchell Public Schools, through ESEA Title funds, to be a model demonstration library and resources center for other schools in similar rural situations. The main objective was the provision of audio tapes to meet the individualized needs of pupils, as well as to provide enrichment and remedial assistance. Nine hundred students and 44 teachers participated. Inservice training and workshops ensured at least a trial ex-posure to the system. Program counts indicated that DARS made an impact in each area of the curriculum, the greatest usage being in social studies, foreign language, and language arts. Evaluation activities were largely confined to attitude change regarding the acceptance of audio media. In all cases, significant change occurred in the viewing of audio learning as an essential ingredient in increased student learning. No measure of the impact upon the student's learning and teacher effectiveness was attempted. It was recommended that DARS be expanded by the addition of a video component and by its extension to other schools in the district. Appendixes present attitude questionnaires and statistical data. (Author/SL)

ED 087 466

IR 000 211

Miller, Donna

Television and Radio Program Production. Language Arts, 5113.199.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note-25p.; An Authorized Course of Instruction for the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Curriculum Guides, Instructional Materials, *Language Arts, Mass Media, *Production Techniques, *Radio, Secondary Grades, *Television, Writing Identifiers—Quinmester Program

A lab course in media production for secondary school students is described. The objectives of the course are to learn: 1) to utilize different techniques in writing radio and television assignments; 2) to describe the functions of production personnel and equipment; 3) to define the organization of a production facility; 4) to operate audiovisual equipment; and 5) to use different techniques to write, produce and direct complete radio and television programs. The course con-tent includes the study of writing techniques, production facilities, operational organization, and production equipment and techniques; the completion of a production project is also required. A list of 56 teaching strategies designed to achieve course objectives is provided. A glossary and bibliographies of student and teacher resources are included. (PB)

ED 087 467

Ayers, Jerry B. Narrative Evaluation Report on the Institute for Improved Use of the Media Center in Reading

Tennessee Technological Univ., Cookeville. Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C.

Grant-OEG-0-71-8526(319)

Note-75p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demonstration Projects, *Disadvantaged Groups, Disadvantaged Youth, *Graduate Study, *Institutes (Training Programs), Instructional Materials Centers, Interdisciplinary Approach, Library Education, *Media Specialists, *Program Evaluation, Reading Instruction, Rural Areas, Teacher Education

Identifiers-Appalachia, Southern Appalachian Area, Tennessee Technological University

A year-long institute was held at Tennessee Technological University to train teachers as school librarians, with emphasis on using the media center in reading instruction. The institute's objectives were: 1) to provide economically and educationally deprived teachers with graduate training; 2) to train participants in the use of media centers in reading instruction; 3) to demonstrate the feasibility of interdisciplinary graduate programs which met the needs of students in the Southern Appalachian Area; and 4) to demonstrate a graduate program which could be implemented at other universities. The 19 participants took courses in reading, children's literature, library science, the psychology and sociology of the disadvantaged child, testing, research and the use of media, a practicum and an interdisciplinary seminar were also provided. The in-stitute was judged a success, for each of its four objectives was achieved. Eighteen of the participants received the M.A. degree and returned to positions of professional responsibility in media centers or related fields, the majority in the Southern Appalachian Area. (PB)

ED 087 468

IR 000 214

Egly, Max Consequences of the Use of "Video" Technologies For Education and Culture. An International Seminar Organized With the Assistance of UNESCO (Vichy, France, May 2 through 6,

French Commission for UNESCO, Paris. Spons Agency-United Nations Educational,

Scientific, and Cultural Organization, Paris (France). Pub Date May 72

Note-59p. EDRS Price MF-\$0.65 HC-\$3.29

*Educational Technology, *Educational Television, Experimental Programs, *Problems, *Public Policy, Technology, Television *Problems, *Problems, *Problems, *Public Policy, Technology, Television Identifiers—*Auto Video, UNESCO
An overview based upon papers presented and

An overview based upon papers presented and discussions held at the seminar is presented. The major focus is upon the theme "Auto-Video", emphasizing the assumption by the public of responsibility for its own training, education and culture. The aims are to study the pedagogical and socio-cultural aspects of video technologies and to draw up recompendations to the United and to draw up recommendations to the United Nations Educational, Scientific, and Cultural Organization which will aid its member states in developing and improving video technologies. Section I discusses video technology's importance and reviews eight experimental projects. Section Il deals with problems related to new concepts, new audiences, new teachers, new producers, new documents and new systems. A brief concluding section lists some recommendations. A list of participants, a roster of working documents and a bibliography are appended. (Author/PB)

ED 087 469

Fullum, Stephen L. Use of a Time-Sharing Computer in a Regional Data Processing Center at Burlington County, New Jersey. Burlington County Coll., Pemberton, N.J.

Pub Date 31 Aug 73 Note—13p.; Paper presented at the Urban Regional Information Systems Association Conference (Atlantic City, New Jersey, August 31,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, "Computer Oriented Programs, "County Programs, "Data Processing, Interagency Cooperation, Local Government, Program Descriptions, Regional Cooperation, Regional Planning, *Regional Programs, School Districts, *Time Sharing Identifiers-Burlington County, New Jersey

A description is provided of the implementation and operation of a Regional Data Processing Center. The Center services the county government, the community college, and the school dis-tricts of Burlington County, New Jersey. Topics which are discussed include: 1) the planning study which indicated the feasibility of a regional center: 2) the organization and governance of the center; 3) the value and uses of a time-sharing computer in a regional center; and 4) the major applications which have been developed and are now operational. (Author)

ED 087 470

IR 000 216

Hansen, Duncan N. And Others Office of Naval Research Sponsored Project On Computers and Instruction. Final Report for Period 1 July 1968 through 14 July 1973. Florida State Univ., Tallahassee. Computer Appli-

cations Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—N00014-68-A-0494

Pub Date 15 Sep 73 Note-68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Computer Assisted Instruction, Computer Oriented Pro-*Computer grams, Educational Research, Instructional Design, *Instructional Systems, *Learning Processes, Systems Approach, Training, *Training Techniques, *Validity
Identifiers—Navy, *Project Themis

A review of Project Themis, which focused on the computer as a teacher, is presented. Descriptions of research into four related areas of strategy are first provided. These research areas are: 1) learner strategies focusing on the internal cognitive and personality processes of the learner who is involved in computer-based learning tasks; 2) training strategies such as computer-managed instruction, adaptive testing, adaptive instructional systems, the automation of intellectual and persystems, the automation of intellectual and per-sonality measures, and the development of sequential and tailored testing; 3) validation strategies, concerning problems and research needs of ongoing Navy training programs; and 4) computer system strategies, including management systems, interactive systems and data analysis development. The development of human resources through the Project are documented and the principal findings are presented. (PB)

ED 087 471

Siegel, Arthur I. And Others
Adaptation of Advanced Measurement and
Evaluation Techniques For Utilization in Air
Force Technical Training Systems. Final Report. Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Applied Psychological Services, Inc., Wayne, Pa. Report No—AFHRL-TR-73-18

Pub Date Nov 73 Note-152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cluster Analysis, Educational Research, *Evaluation Techniques, Instruc-Educational Research, "Evaluation I Ecnniques, instruc-tional Design, "Instructional Systems, Job Analysis, Job Skills, "Measurement Techniques, Military Training, Multidimen-sional Scaling, Program Evaluation, Systems Development, Task Analysis, "Technical Edu-cation, Testing, "Training Identifiers-*Instructional Systems Development, ISD, U S Air Force

Research explored methods of providing a coherent framework for the Instructional Systems Development (ISD) model which would promote better system evaluation, internal communica-tions and student testing. Lists of critical tasks for two Air Force specialties were compiled and multidimensional scaling and hierarchical cluster analysis employed to derive their respective job dimensions. A series of advanced measurement techniques was constructed on the basis of the job dimensions and then administered to groups of students. Results showed that: 1) multid sional scaling analysis provided a useful framework for ISD models; 2) several of the advanced testing techniques were more useful predictors of student success than were the available multiple choice tests: and 3) student and instructor attitudes were positive. It was concluded that the scaling method should be used to order job analytic data and to provide coherency in ISD ap-plications. In addition, the following new testing procedures were recommended as alternatives or adjuncts to the multiple choice format: sequential testing, figural systems, confidence testing, technical words, absurdity recognition, partial knowledge, and signal detection. (Author/PB)

ED 087 472

IR 000 218

Easter, John And Others
Comprehensive Achievement Monitoring in the
Sequoia Union High School District. Symposi-um, California Mathematics Council Northern

Sequoia Union High School District, Redwood

City, Calif. Pub Date 8 Dec 73

Note-49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Academic Achievement, *Achievement Rating, *Computer Oriented Programs, *Evaluation Techniques, Mathematics Curriculum, Mathematics Instruction, *Measurement Techniques, Program Descriptions, Secondary Grades, Secondary School Mathematics Identifiers—CAM, *Comprehensive Achievement

Monitoring
A description is provided of comprehensive Achievement Monitoring (CAM), a tool which enables classroom teachers to function as researchers and evaluators. Part I reviews the CAM philosophy and the section following discusses computerized feedback in CAM operafollowing tions. The final two portions of the report describes the use of CAM in mathematics programs in a pair of high schools. (PB)

ED 087 473 IR 000 219 Final Report of the Task Force On Instructional Media

Chico State Coll., Calif.

Pub Date May 72

Note-133p. EDRS Price MF-\$0.65 HC-\$6.58

Educational Technology, Higher Educational Media, *Instructional Media, *Instructional Systems, Instructional Systems, Instructional Media, *Instructional Systems, Instructional Systems, In Technology

Identifiers-Chico State College, Task Force on Instructional Media

The recommendations of the Chico State College Task Force on Instructional Media are presented, along with several supporting position apers. The major recommendations li that: 1) all learning resources, such as the library, the media center, and the computer system, should be coordinated into a functioning integrated system; 2) faculty rights and responsibilities with regard to instructional media should be clarified by the Faculty Senate and the administration of the College; 3) technology should remain a tool to be used to achieve learning goals; 4) hardware and facilities should remain as flexible as possible in order to be adaptable to change; and 5) faculty should be kept informed of, and encouraged to participate in, instructional media developments. The 22 systems, operations associated with instructional media, and the role of the faculty with respect to learning and instructional media. (PB)

ED 087 474

IR 000 220

Grignetti, Mario C. Warnock, Eleanor H.
Mixed-Initiative Information System for Computer-Aided Training and Decision Making.
Final Report.

Air Force Systems Command, L.G. Hanscor Field, Mass. Electronic Systems Div.; Bol Beranek and Newman, Inc., Cambridge, Mass. Report No—ESD-TR-73-290

Pub Date 15 Sep 73

Note-70p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction,
Computer Oriented Programs, *Computer
Science, *Decision Making, *Information Net-Science, *Decision Making, *Information Net-works, *Information Systems, *Networks, Program Descriptions

Identifiers—Advanced Research Projects Ad-ministration, ARPA, ARPANET, ARPA Net-work, *NET SCHOLAR

A description of the NET-SCHOLAR system. an on-line aid for naive users of the Advanced Research Projects Administration (ARPA) Computer Network, is provided. The discussion focuses upon the system's representation and handling of functional and procedural informa-tion and its ability to deal with action verbs, all within the context of the ARPA network. Section I presents a brief introduction to the system and Section II a series of tutorial questions, the answers to which clarify the need to work with action verbs. These verbs are then classified and a taxonomy of questions constructed, providing the basis for the next phase of the discussion. Section III describes the method used to encode the meaning of operations, procedures, etc., while Section IV presents a predecessor of NET-SCHOLAR used temporarily while NET-SCHOLAR was being built. Section V describes NET-SCHOLAR itself, with emphasis upon the system's English comprehension capabilities. The description is illustrated with actual protocols, and a summary and conclusions are presented. (Author/PB)

ED 087 475

Hawkins, Bernard
The Malvern Project. Technical Report. Closed
Circuit Television in Secondary Schools.

Australian Council for Educational Research, Melbourne.

Pub Date 73

Note-136p.: See also IR 000 222

Available from—Australian Council for Educa-tional Research, P. O. Box 210, Hawthorn, Victoria, Australia 3122 (Limited publication)

Document Not Available from EDRS.

Descriptors—Action Research, *Closed Circuit Television, Educational Equipment, *Equipment Standards, *Equipment Utilization, In-structional Technology, *Instructional Televi-sion, Pilot Projects, Program Descriptions,

soon, Find Trojects, Frogram Descriptions, Secondary Grades Identifiers—Australia, CCTV, *Project Malvern The technical details of the Malvern Project-an Australian instructional television project-are discussed. Section 1 offers a statement of the technical performance of the main items of equipment used in the project and also includes the full details of the overall circuit plans, modifications made to items of equipment, and the system adopted for the preparation of 35 mm slides. Section II presents details about the use of closed circuit television (CCTV) in the in-dividualization of learning. Included are a report of a workshop held for student-teachers and documents produced and used in the program's daily operation. Section III reviews research studies on organizational climate, teachers' attitudes toward CCTV, student attitudes toward CCTV, and CCTV teaching strategies. Three appendixes provide information on the project's man committee, its correspondents, and its funding. (PB)

The Malvern Project. Closed Circuit Television in Secondary Schools. Australian Council for Educational Research.

Pub Date 73

Pub Date 73
Note—48p.; See also IR 000221
Available from—Australian Council for Educational Research, P. O. Box 210. Hawthorn,
Victoria, Australia 3122 (\$1.00); Lawrence

Verry, Inc., River Road, Mystic, Connecticut 06355

Document Not Available from EDRS.

Descriptors—*Closed Circuit Television, Individualized Programs, *Instructional Improvement, Instructional Technology, *Instructional ment, instructional Technology, "Instructional Television, Pilot Projects, Program Descriptions, Programing (Broadcast), Secondary Grades, Teacher Attitudes, "Team Teaching, Video Tape Recordings Identifiers—Australia, CCTV, Off The Air Recordings, "Project Malvern

A three-year project investigated the use of closed circuit television (CCTV) in four Australian secondary schools. Particular attention was paid to the ability of CCTV to make classroom teaching more effective and individualized and to promote team teaching. CCTV equipment, including a mobile production unit, was made available and teachers created instructional programs. Off-the-air video tapes of televised programs and student produced programs were also incorporated into the project. The project evaluation showed that: 1) many teachers saw CCTV as being of little assistance and few devoted the large amount of time needed to prepare programs; 2) the prevailing administrative structure was not conducive to developing CCTV programs, which required large blocks of free time for groups of 5-6 teachers; 3) students made little use of the opportunity to create programs; and 4) off-the-air videotape recording of television (TV) programs was heavily utilized. It was concluded that the level of use did not warrant any substan-tial investment in CCTV equipment, but it was recommended that individual schools acquire a videotape recorder for off-the-air recording of TV programs and one inexpensive camera for making simple videotape recordings. (PB)

ED 087 477

IR 000 225

Jacobson, Eric
Putting Computers Into Education.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.; National Science Foundation, Washington, D.C. Report No—LRDC-1973-12

Pub Date 73

Note-27p. EDRS Price MF-\$0.65 HC-\$3.29

escriptors—*Computer Assisted Instruction, Cost Effectiveness, Curriculum Development, Educational Innovation, Educational Research, Educational Technology, Elementary Grades, Individual Instruction, Individualized Curriculum, Individualized Instruction, Instructional Innovation, Instructional Technology, Secondary Grades, *State of the Art Reviews

At present, computer-assisted instruction (CAI) is perceived as an educational breakthrough, promising a radically new kind of learning. When the goals of CAI are considered, however, it becomes clear that this view is wrong and counterproductive. If computers are to help provide efficient, effective, individualized instruction, they must be integrated within the general structure of education and applied as means to accomplish the learning ends dictated by that general struc-ture. Such an integration of computers into the established educational enterprise would result in certain changes in the nature of computer development and computer developers. (Author)

IR 000 230

Mirabella, Angelo Wheaton, George R.
Effects of Task Index Variations On Transfer of
Training Criteria. Final Report.

merican Institutes for Research in the Behavioral Sciences, Silver Spring, Md. pons Agency—Naval Training Equipment pons Agency—Naval Center, Orlando, Fla.

Report No-NAVTRAEQUIPCEN-72-C-0126-1 Pub Date Jan 74

Note-102p.; This document contains 91 leaves, some of which are tables, 11 inches wide by 8 1/2 inches high and require two microfiche

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors.—Educational Research, Military Training, Prediction, *Simulators, *Skill Development, Task Analysis, *Task Per-formance, Training, *Training Techniques, *Transfer of Training

The concluding series of a research program designed to validate a battery of task indexes for

use in forecasting the effectiveness of training devices is described. Phase I collated 17 task in dexes and applied them to sonar training devices, while in Phase II the 17 index battery was validated, using skill acquisition measures as criteria. Training of procedural skill was carried out in a modularized, synthetic sonar trainer. Significant multiple correlation coefficients were ob tained for performance time and errors during skill acquisition. Phase III validated the index battery against transfer of training criteria, for the results demonstrated that quantitative variations in task designed related to variations in transfer of training measures. A set of predictive equations was constructed, and it was concluded that these equations could be used to compare trainer prototypes, although additional field validation was recommended. It was also concluded that the battery could be used in research on the interaction of task and other variables. Training method as a function of task complexity was studied, with the results indicating that the effectiveness of dynamic versus static procedural training varied with a change in task parameters. (Author/PB)

ED 087 479

IR 000 242

Belzer, Jack Brown, James W. Needs For Improvement Of Professional Educa-

tion In Library And Information Science.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 73

Note-72p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, Curriculum Planning, Educational Improvement, *Educational Objectives, Information Science, *Library Education, *Library Schools, Literature Reviews, Professional Education, *Relevance (Education)
Identifiers—*Competency Based Education

A review of recent professional literature on graduate education for library and information science reveals that many improvements are being actively sought, but most of these desired changes would take the form of minor curriculum adjustments to existing programs. What is needed, however, is a redefinition of the whole field of library and information science, in terms of future information needs and the probable shape of future information service institutions On making a tentative forecast of these needs, there can be delineated several fundamental improvements needed in library education, including the strengthening of continuing education, the adoption of newer instructional strategies, and the recognition that a single unified program of study is no longer adequate for a profession with such varied concerns. But the single most vital task involves the positing of goals responsive to changing societal needs and the formulation of clearly stated learning objectives which will identify specific competencies to be acquired.

ED 087 480 IR 000 243

Rouse, William B., Ed.

Applications of Operations Research Techniques in Tufts University Libraries.
Tufts Univ., Medford, Mass. Coll. of Engineering.

Pub Date Dec 73

Note-68p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Book Thefts, Library Acquisition, Library Circulation, Library Reference Services, *Library Research, *Library Services, *Operations Research, Periodicals, Reference Materials, Staff Utilization, Statistical Analysis, Tables (Data), *University Libraries, *Use Studies

Identifiers-Tufts University

This collection of papers is based on projects done in conjunction with a senior level/graduate course, "Applications of Operations Research Techniques in Systems Engineering." These seven papers describe research studies which utilized user surveys and/or statistical methods to analyze various library operations. The papers are enti-tled: 1) "User Opinion of Reference Resources and Services"; 2) "Staffing the Circulation Desk"; 3) "Staffing the Reserve Book Room"; 4) "Book Selection"; 5) "Utility of Engineering Science Periodicals"; 6) "Optimal Tracing Procedures"; and 7) "Automated Protection of Library Collection." (SL) ED 087 481

IR 000 244

Fales, Susan L. Oral History: A Proposal For An Expanded Pro-ject At Brigham Young University. Brigham Young Univ., Provo, Utah. Graduate

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences. Pub Date 6 Aug 73
Note—77p.; Masters of Library Science thesis submitted to the Graduate Department of Library and Information Sciences, Brigham Young University EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Historical Criti-cism, History, *Interviews, Masters Theses, *Methodology, Program Costs, Program Evaluation, *Program Proposals, Records (Forms), Standards

Identifiers—Brigham Young University, Historical Methods, *Oral History

Since Allan Nevins inaugurated the first systematic program of oral history in the United States at Columbia University in 1948, a large number of such projects have been conducted by univer-sities, associations and corporations. Part I of this paper presents the question of whether oral histo is credible historical evidence. The rules of aluating historical evidence are presented, as well as the methodology of collecting, editing, and preserving oral history testimonies and recollections. The oral history methodology is described, and it is concluded that oral history must be judged by the same standards of criticism which historians would apply to any document. Part II discusses the current oral history project at Brigham Young University and the relevant need for an expanded project. A proposal is outlined for such an expanded project, based on nned for such an expanaed project, asset on utilizing graduate students in history as inter-viewers and processors, thereby drastically cutting the cost of this otherwise expensive procedure. The appendixes of this document in-clude a select bibliography on oral history and the processing and agreement forms needed for oral history interviews. (Author/SL)

Nitecki, Joseph Z. OCLC In Retrospect; A Review Of the Impact of the OCLC System On the Administration of a Large University Technical Services Operations. emple Univ., Philadelphia, Pa. Univ. Libraries.

Pub Date Jan 74 Note-43p.; Paper presented at the American

Library Association Midwinter (Chicago, Illinois, January 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Administrative Problems, Automation, *Cataloging, Comparative Analysis, Edit-ing, Estimated Costs, *Library Cooperation, *Library Technical Processes, *Shared Services, *University Libraries

vices, *University Libraries
ldentifiers—OCLC Philadelphia Area
Library
Network, Ohio College Library
PALINET, *Temple University Library
The paper expresses the viewpoint of the
author, based on his own two-year experience in
supervising the use of the on-line Ohio College
Library Center (OCLC) system in Temple
Library Library. The report contains a brief University Library. The report contains a brief description of the formation of the Philadelphia Area Library Network (PALINET) and it lists some problems dealt with by PALINET's Operations Committee. A detailed description of the use of OCLC terminals in Temple University Library includes: 1) diagrams illustrating the procedures used in implementing the OCLO system; 2) a discussion of pros and cons of shared cataloging; and 3) mention of some processing problems. The statistical evaluation of the system is presented in a tabular form and it includes a comparison of manual and OCLC processing time, quantitative enumeration of types of material processed and some general costs estimates. The report also outlines some variations in the use of the OCLC system by par-ticipating PALINET Libraries. A list of some publications that might be of interest to the reader of the report is also included. (Author/CH)

ED 087 483

IR 000 246

Johnson, Dorothy T., Ed.

The Role of the Professional Librarian In the Training of LTA'S. Proceedings of the Fifth Annual Meeting, Council on Library Technology.

Council on Library Technology.

Pub Date 73

Note-80p.; Meeting was held May 6 through 8.

Available from-Richard L. Taylor, Publications Available Holland Architat Chairman, Council on Library Technology, Wilbur Wright College Library, 3400 North Austin Avenue, Chicago, Illinois 60634 (\$4.00) EDRS Price MF-\$0.65 HC Not Available from EDRS.

EDIS.

Descriptors—Career Education, "Community Colleges, Conference Reports, Job Training, Librarians, "Library Education, "Library Technicians, "Professional Training, Resource

Staff Role, Trend Analysis
Identifiers—*Council on Library Technology
This report includes the three speeches and panel discussion that formed the substantive con-tent of this conference. One speech concerns the tent of this conference. One speech concerns the functions of the library technical assistant in terms of current and future trends in library operations. The systems approach and new technologies are regarded as factors pushing libraries in the direction of manpower reorganization. The athers two members indicate the direct to the content of the state o tion. The other two speeches indicate the chal-lenge and significance of community colleges for the education of paraprofessionals, including the library technicians. In a panel discussion librarians and library educators, reveal their unique insights into their own special responsibilities in training middle level personnel and suggest ways questions and answers following each are presented. (CH) in which other professionals may participate. The

ED 087 484

IR 000 247

Donohue, Deirdre A.

An Investigation of Library Services For the Elderly, Institutionalized Mentally III To Arrive At An Optimum Program Through the Establishment of a Library For 1,000 Residents With No Present Service, Final Report.

Rhode Island Dept. of State Library Services, Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau No—BR-2-0050

Pub Date Nov 73 Grant—OEG-0-72-1656 -49p.

EDRS Price MF-\$0.65 HC-\$3.29

EJNS Frice NIF-30.65 HC-53.2.9
Descriptors—Audiovisual Aids, Individual Dif-ferences, Information Needs, Inservice Educa-tion, *Institutionalized (Persons), *Library Material Selection, Library Programs, *Library Services, Mental Illness, Program Planning, Senior Citizens, Warkshops

Senior Citizens, Workshops
The Project Library was established to serve chronic, mentally ill patients forty-five years and older by ascertaining their library needs and in-terests, as well as by developing specific library program formats for people who have been iso-lated from the community for long periods of time. To do this effectively, various levels of in-stitution staff had to be involved simultaneously and on a regular basis. Furthermore, it became necessary to accept older patients as individuals with specific interests, responses, and attention needs. The books selected for this age group consisted mostly of illustrated non-fiction. In addisisted mostly of illustrated non-iterion, in addi-tion, fiction, large type, paperbacks, magazines and newspapers were used. Non-print materials included filmstrips, kits records, film loops, 8mm and 16mm film, as well as simple games and puz-zles. The library became an active place patronized by many older people from the open and closed areas, with most of the materials, print and non-print, in some way utilized by them. A program of library service evolved which offered a variety of activities and choices, thereby ap-pealing to the wide range of individual dif-ferences among elderly patients. (Author)

ED 087 485 IR 000 249

Shaffer, Dale E. Major Work Areas.

Pub Date 73

Shaper, Date 73

Note—42p. Available from—Dale E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, Ohio 44460 (\$3.00)

Document Not Available from EDRS.
Descriptors—Administration, Audiovisual Aids, Cataloging, Guidelines, *Job Analysis, *Librarians, *Libraries, Library Cataloging, Cutorary Reference Services, *Occupational Information, Qualifications, Responsibility
Twenty-four examples of job descriptions are presented for library directors to use as guidelines

in drafting statements to fit their own particular in drafting statements to fit their own particular operations. The descriptions attempt to cover most of the major work activities performed in public, college, university, and special libraries. They cover jobs in organizational areas of administration, cataloging, acquisitions, circulation, reference, and audiovisual media. Statements covering library work areas for student assistants are also given. Each job description includes job title, qualifications, responsibilities and duties, length of contract. (CH)

ED 087 486 IR 000 250 Gherman, Paul M.

Organization Development for Libraries. Working Paper Number Nine. Wayne State Univ., Detroit, Mich. Univ. Libraries

Report No-WP-9 Pub Date Jan 74

-8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, *Decision Making, Group Dynamics, Group Structure, *Libraries, Management Information Systems, *Organizational Development, Social Systems, Teamwork

I camwork
Identifiers—*Wayne State University Libraries
The management field of Organization
Development approaches institutions from the social, technical, and economic systems with major emphasis on group process. Organization Development contains many possibilities for libra-ries and their staff to meet the challenge of our res and their start to meet the challenge of our greatly changing environment. This paper outlines the methods by which an Organization Develop-ment Team could be created and operate at Wayne State University Libraries. (Author)

ED 087 487 IR 000 251 Analysis of Requests Made to the National Chil-dren's Bureau Question and Answer Service. Design of Information Systems in the Social Sciences. Research Reports Series B, Number

Bath Univ. of Technology (England). Univ. Library.

Report No—RR-Ser-B-2 Pub Date Nov 73

Note—34p. Available from—The Library, Bath University, Claverton Down, Bath BA2 7AY, England

(one English pound) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, *Content Analysis, Information Dissemination, *Information Needs, *Information Services, Letters (Correspondence), Program Evaluation, *Social Sciences Identifiers-DISISS, National Childrens Bureau

A sample of 564 inquiries made to the National Children's Bureau (NCB) question and answer service during 1970-72 was analyzed. Three-quar-ters of all inquiries came by letter, and nearly all ters of an inquiries came by letter, and nearry an the remainder by telephone. Apart from inquiries concerning the NCB itself, inquiries were mostly for information on a variety of topics concerned with children. Most inquiries were for "any inforwith enturen. Most inquiries were for "any infor-mation" on a topic, though requests for references, statistics and addresses were also common. Students formed by far the largest body of inquiriers, followed by various professional bodies, other groups and local authorities. Half the profiles when groups and local authorities. the replies given consisted solely of references; addresses accounted for over a quarter of all replies. In 12 percent of the cases, no direct help could be given. Replies were nearly always given in a personal letter. In 1972 the average delay in replying was 7 days. Suggestions were made for rationalization of the service, by greater formalization of replies, increased use of handouts, pre-packaging of information where appropriate such rationalization should be accompanied by an assessment of its effects, particularly the effects of reducing the personal elements of the reply. (Author)

ED 087 488 ED 087 488

User Evaluation of an Information Service in Social Welfare. Report of an Interview and Questionnaire Study of the Wiltshire Social Services Staff Digest. Design of Information Systems in the Social Sciences. Research Reports Series B, Number One.

Bath Univ. of Technology (England). Univ. Library.

Library.

Report No-RR-Ser-B-1 Pub Date Nov 73 Note-45p.

Available from—The Library, Bath University, Claverton Down, Bath BA2 7AY, England (one English pound) EDRS Price MF-80.65 HC-\$3.29

Descriptors—Evaluation, *Information Needs, Information Seeking, *Information Services, Information Systems, Interviews, *Publications, Questionnaires, Social Sciences, Social Wel-

fare, Surveys Identifiers—DISISS, *Wiltshire Social Service

As part of a larger research effort to determine As part of a larger research effort to determine what constitutes an effective information system, a user evaluation of the "Wiltshire Social Services Staff Digest", a monthly publication produced by the research and development section of the Social Service Department, was cartion of the Social Service Department, was car-ried out. A stratified sample of 700 among the total 2.424 departmental employees received a questionnaire designed to obtain data on the use and usefulness of the "Digest". In addition, an in-terview survey was designed to acquire data on the Digest that could not easily be obtained by the questionnaire and data on the information requirements of the staff. The results indicated that the "Digest" was read by almost everyone in the department. Nearly all respondents (94 per-cent) read the news section and 79 percent found cent) read the news section and 79 percent found it useful. The library information bulletin was read by only half of the respondents and only just over a third of the respondents found it useful. The majority of respondents were satisfied with the present monthly frequency and also with the presentation. There was a general feeling among the interviewees that articles and letters giving views and comments ought to ublished. Conclusions and recommendations relate to four main parts of the information system: the "Digest", the office filing systems, the infor-mation officers, and the role of the department's library, (CH)

ED 087 489 Council On Library Resources, Inc. Seventeenth Annual Report, For the Year Ending June 30,

Council on Library Resources, Inc., Washington,

Pub Date 73

Note-58p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Archives, Automation, Fellowships, *Financial Support, *Foundation Programs, International Programs, Library Collections, Library Networks, *Library Collections, Library Networks, *Library Collections, Library Networks, *Library Collections, Library Networks, *Library Networks, *Library Collections, Library Networks, *Library tiorary Collections, Library Networks, *Lib ry Programs, Library Technical Process Microfiche, Program Descriptions, Pul Libraries, University Libraries Identifiers— *Council on Library Resources

This report describes the efforts of the Council on Library Resources to enhance the effectiveness, efficiency, and economy of operations in libraries during 1972-73. It covers 9 major areas: national library services, automation and net-works, the academic library, the public library, microform and nonprint media, preservation and library technology, international cooperation, archives and special collections, and fellowship programs. For each area, detailed information is given about the works of the Council conducted great about the works of the Council conducted through directly administered programs as well as grants and contracts with other organizations and individuals. Brief descriptions of the projects and the amounts of grants and contracts are listed in each section of the area. In addition, the report presents the background, membership, and financial statements of the Council. (CH)

ED 087 490 IR 000 254

Turick, Dorothy Ann Turck, Dorothy Ann
A Proposal to Research and Design Criteria for
the Implementation and Establishment of a
Neighborhood Information Center in Five
Public Libraries in Five Cities: Atlanta, Cleveland, Detroit, Houston, Queene Borough. An-

iand, Detroit, Houston, Queene Borough. Annual Report.
Cleveland Public Library, Ohio.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—BR-2-9860
Pub. Date. Sep. 73

Pub Date Sep 73 Grant—OEG-0-72-5168 Note—76p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, Annual Reports, *Community Service Programs, *Information Centers, Information Needs, Information Services, Information Utilization,

*Neighborhood Centers, Program Descriptions, Program Evaluation, *Public Libraries, Program Evaluation, *Public Libraries, Resource Centers, *Urban Areas Identifiers—*Project Neighborhood Information

Centers

This report summarizes the achievements of the Neighborhood Information Centers Project on a national basis. (Summaries for each of the five cities-Atlanta, Cleveland, Detroit, Houston, and Queens Borough, were submitted separately.) The purposes of the Project are to research the feasibility of the branch library as a Neighborfeasibility of the branch library as a Neighborhood Information Center, to determine criteria for planning such a center, and to present an implementation plan for establishing a demonstration center in each city. After describing the background for the project, work products of main project phases, and interim progress reports from each library, comments and recommendations are made about four areas: the question of privacy, the project staff, the publicity and image. and the current status and future prospects. At-tached to this report is an issue of "The Open Shelf", which features The Neighborhood Infor-mation Centers Project. (CH)

ED 087 491 IR 000 255

Snowball, George J.

Integrated Management of Libraries and Collection Development.

Canadian Association of College and University

Libraries, Ottawa (Ontario).

Pub Date Jun 73
Note—11p.; Paper presented at the CACUL Workshop on Collection Development (Sackville, New Brunswick, Canada, June 16 and 17, 1973); See also IR 000 256 and IR 000

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Budgets, Libraries, *Library Collections, Library Planning, *Management, Management Systems, Systems Analysis, *Systems Approach

The library cannot be considered as an isolated entity, but must be considered in relationship to its place in the international information network and to its place within the institution which it serves. The library collection must also be con-sidered within its framework. Integrated management of the collection implies that all aspects library management impinge on the development of the collection and cannot be divorced from them. Collection development, in this sense, leads to a systems approach in which emphasis is placed on the information transmitted rather than the physical form of the information. The library budget is one of the factors which influence collection development; it should not be the beginning of library planning but rather the endproduct of the planning process. The book budget as well as the total budget should be based on the goals of the library. The structure of the library determines to a large extent the way in which its objectives are attained. The traditional departmentalized structure based on function and not objective can still be viable if staff participation can weld it into a coherent whole and if professionals are relieved of clerical work and freed to do planning and research. (JG)

Ettlinger, John R. T. Ettinger, John K. J.
Nation-Wide Rationalization of Acquisition Poli-cies in Canadian College and University Libra-ries: Are Total World Coverage and Non-dupli-cation of Resources Part of an Impossible

Canadian Association of College and University Libraries, Ottawa (Ontario).

Pub Date Jun 73

Note—24p.; Paper presented at the CACUL
Workshop on Collection Development
(Sackville, New Brunswick, Canada, June 16 and 17, 1973); See also IR 000 255 and IR 000

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Aid, *Library Acquisition, *Library Collections, Library Cooperation, *Library Material Selection, Library Networks, *Library Planning, University Libraries Identifiers—Approval Plans, Canada, Farmington

Canada has an especially difficult information problem since an enormous proportion of the publications required by Canadian researchers are produced in foreign countries. The attempt to solve this problem by a numerological or

Farmington Plan approach is wrong both in theory and practice. This method emphasizes size and discounts selectivity. Library collections should not be evaluated by the quantity of material in a subject field, but rather by the quality of the material. Much published material is simply a restatement of facts or theories already known; therefore, the use potential of material should be considered rather than straight material should be considered rather than straight quantity. Several government reports have tried to evaluate Canadian resources but have failed because a more sophisticated breakdown of infor-mation is needed. Massive deficiencies and massive unnecessary duplication still exist in Canada partly because of irresponsible use of standing orders and approval plans. Academic libraries can-not be self-sufficient. With federal assistance, collecting responsibilities based on subject breakdowns should be rationally assigned on a regional basis, taking into account the individual strengths of the libraries. (JG)

ED 087 493

IR 000 257

Redmond, D. A.

One Library, One Community, How Many Ser-

Canadian Association of College and University Libraries, Ottawa (Ontario).

Libraries, Ottawa (Ontario).

Pub Date Jun 73

Note—29p.; Edited copy of a paper presented at the CACUL Workshop on Collection Development (Sackville, New Brunswick, Canada, June 16 and 17, 1973); See also IR 000 255 and IR

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Information Needs, Libraries, Library Planning, *Library Reference Services, *Library Services, *Management, Management Systems, University Libraries The role of the library has traditionally been

book or collection oriented. There is need for the university library to become service-oriented. Integrated collection management means the development and use of resources in the provision of services to meet the total information needs of the user community. Any resources which supply the required information should be utilized. Cooperative networks should be con-sidered as a method of augmenting the information capacity of an individual library to meet the needs of users which are outside the traditional scope of the library's service. A university library should provide service to those formally associated with the institution and those citizens who are not connected with the university. Libraries typically lack integration of services. They are hindered by their organization and staffing patterns and a hospitable atmosphere are essential. Librarians also need to learn the politics of budgeting and participative integrated manage-ment to back up their services. (JG)

JC

ED 087 454

JC 740 059

Davis, Anna Gale Student Characteristics Revealed Through Individual Psychological Counseling Services.

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, Counseling Effectiveness, *Counsel-Conges, Counseling Effectiveness, "Counseling Services, Post Secondary Education, Program Evaluation, "Psychological Services, "Student Characteristics, Student Problems, Technical Reports
The objective of this study was to identify the provider of students who would

specific characteristics of students who avail themselves of the counseling services offered by the college psychological counseling clinic. The the conege psychological counseling tenter the study was designed to provide relevant data concerning two important questions. First, is a specific psychological counseling service needed as part of the college program, i.e. does contact with the service indicate alleviation of behavioral symptoms which would impede a student's school performance? Secondly, are counselors in the psychological clinic dealing with different student problems than counselors in the counseling of-fice? Analysis of a random sample of clinic records, including stated reason for coming and outcome of counseling, indicates that the service has been effective for alleviating symptoms which could interfere with successful adjustment, including school performance. Results also provide evidence to support the theory that students com-ing to the psychological clinic for assistance have stated problems different from those requesting assistance from the counseling office. (Author)

Cooper, Jack H.
Field Services Provided to Community Colleges by
University Departments of Higher Education.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Community Colleges, "Consultants, Higher Education, "Interinstitutional Cooperation, "Junior Colleges, Post Secondary Education, School Surveys, Technical Reports, *Universities

Data were collected on the patterns of services provided by units of Higher Education in univer-sities to community and junior colleges in the West, Midwest, East, and South during the years 1970 and 1971. The data were obtained by questionnaire returned by 36 of 61 universities to which it was sent. Results of the survey are which it was sent. Results to the same presented by region, by type of control (public or private), and by whether the units were old established departments or newly created. The study data strongly support the contention that the university units of Higher Education continue to serve an important role in providing leadership services to community colleges. (DB)

ED 087 496

JC 740 061

Price, Floyd H. Havley, Tim An Intern in a Community Junior College Tells It Like It Is.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Community Colleges, *Junior Col-Descriptors—"Community Colleges, "Junior Colleges, Post Secondary Education, Program Descriptions, "Student Teachers, "Teacher Education, "Teacher Interns Identifiers—"Barton County Community Junior College, Kansas State University

This personal account of a teaching intern at Barton County Community Junior College briefly describes his reactions to the experience. The indescribes his reactions to the experience. The in-ternship, the first attempted by Kansas State University, was in two American history courses during one semester. The intern's reactions were that not only did the internship provide practical classroom teaching experience but also gave him an opportunity to understand the unique purposes and characteristics of the community junior col-lege that set it apart from other institutions of higher learning in the United States. (DB)

ED 087 497 JC 740 062

Pardi, Marco M.

The Issue of Relevance in the Community College. -8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Educational Objectives, Guides, Post Secondary Education, *Relevance (Education), *Social Sciences

The contention that relevance of curriculum to everyday life is of paramount importance in the educational process, and is a fundamental justification for the proliferation of the community college as an educational phenomenon, is the focus of this paper. The role of the social sciences is explored in particular. (DB)

ED 087 498 JC 740 063 Import Auto Technician; Curriculum Guide for the Development of an Import Automobile Technology Program

Technology Program.
California Community Colleges, Sacramento.;
East Los Angeles Coll., Calif.; Los Angeles
Community Coll. District, Calif.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auto Mechanics, *Community Colleges, *Curriculum Guides, Post Secondary Education, Program Descriptions, School Industry Relationship, *Technical Education, *Work Study Programs

Identifiers-*Import Auto Technicians

In this curriculum guide, courses in a three-phase community college program for training import automobile technicians are provided. Fol-lowing an introducation to the guide, the background of the development of the program, the program, the instruction, support for instruc-tion, and the import automobile industry are discussed. Sample options for students during five semesters of study are listed. The three phases of

the program are: I. General Automotive Background, II. Entry Level Preparation for the Import Automobile Industry, and III, Contin Import Automobile Industry, and III, Continued Training with On-the-job Experience. The 19-sub-jects entry level class, which is one semester in length, is designed to provide necessary background for a student to be employed as a trainee in an import automobile shop. Upon completion of the entry level class, the trainee then enrolls in the 11 advanced classes, covering three semesters, which provide a controlled learning situation of a class associated with hands-onraining. Appendixes give lists of automotive test equipment and tools and equipment, and provide a form announcing the program at East Los Angeles College, an applicant information form, a Draft of Flyer for the Import Automobile Distributors to Present to Their Dealers, a Student Data Sheet, and Instructor's Evaluation Form, and A Dealer Visitation Report and Evaluation Form. A Management Plan, Performance Requirements, Narrative Description, Diagrams, Bibliography, and sample certificate to be awarded to the traininee are included, together with a sample of a Cooperative Education Agreement among college, employer, and student.

ED 087 499 JC 740 064 Administration of Justice Education (Part 1): Five

Administration of Justice Education (Part 1): Five Core Curriculum. California Community Colleges, Sacramento.; Riverside City Coll., Calif. Pub Date Jul 72

-42p.

EDRS Price MF-\$0.65 HC-\$3.29

Colleges, *Core Curriculum, Community Colleges, *Core Curriculum, *Course Descriptions, *Curriculum Guides, *Law Instruction, Post Secondary Education Identifiers—*California

Five basic courses in a core curriculum for California Community Colleges in the Adminis-tration of Justice, phase one of the curriculum guide, are described and outlined. The courses are: Introduction to the Administration of Justice, Principles and Procedures of the Justice System, Concepts of Criminal Law, Legal Aspects of Evidence, Community Relations. For each course, the following information is provided: course, the following information is provided: length of course, course description, course goals, general performance objectives, scope, instructional methods, evaluation methodology, minimum standard of achievement, and selected readings. (For related document, see JC 740 065.) (DB)

JC 740 065 ED 087 500 Administration of Justice Education (Part II):

Elective Course Curriculum.
California Community Colleges, Sacramento.;
Riverside City Coll., Calif.

Pub Date Jul 73

Note-80p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-90.65 HC-53.29
Descriptors—*College Curriculum, Community
Colleges, *Course Descriptions, *Curriculum
Guides, *Elective Subjects, *Law
Post Secondary Education
Identifiers—*California

This curriculum guide is the second phase of a total curriculum for the Administration of Justice Education programs in the California Community Colleges. This guide provides a portion of the op-tion courses to be companion courses to the core tion courses to be companion courses to the core curriculum. When used in conjunction with the core curriculum guide, this guide provides the necessary material for eight courses in Adminis-tration of Justice for a major in the field of law enforcement, judicial process, or corrections. The courses in the elective curriculum are in Law Enforcement (Substantive Law, Concepts of Enforcement, and Principles of Investigation), Courts (Judicial Process in California, Principles and Practice in Civil Process, Court Administraand Practice in Civil Process, Court Administra-tive Services, and Court Enforcement Principles), and Corrections (Fundamentals of Crime and Delinquency, Institutional Field Services, and In-terviewing and Counseling). Each of the courses is outlined as to: length of course, course descrip-tion, course goals, general performance objec-tives, scope, instructional methods, evaluation methodology, minimum standard of achievement, and selected readings. Four appendixes provide copies of letters sent to members of the curricu-lum Development Committee members. (For re-lated document, see JC 740 064.) (DB)

IC 740 066

Schleiger, Robert C.

The Evolution of the Nebraska Comprehensive Technical Community College System.
Center for State and Regional Leadership, Florida.; Florida State Univ., Tallahassee. Coll.

of Education. Spons Agency—Kellogg Foundation, Battle Creek, Mich. Pub Date Dec 73

Note-63p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—College Planning, "Community Colleges, Educational Legislation, Master Plans, Post Secondary Education, Program Development, "State Programs, "Statewide Planning, Vocational Education

In 1965, the Nebraska State legislature recog nized the need for a long-range program to establish a statewide system of area comprehensive community colleges. Authorization was given in that year for the creation of multi-county twoyear institutions to meet area occupational needs; the bill provided for districts to be formed by a vote of electors. A great deal of resistance to the area system within the State slowed down implementation of the plan. In 1969, a bill passed by the legislature containing a statewide system in corporating all two-year institutions into one corporating all two-year institutions into one comprehensive system was veloed by the governor because of questions concerning area boundaries and the constitutionality of the plan. Studies were then conducted of the definition of comprehensive community colleges and the development of a statewide community college system. Another bill was passed successfully in system. Another bill was passed successfully in the 1971 session. Details concerning area boundaries and funding were then ironed out, and the total system was fully implemented on July 1, 1973. A schedule and general outline for a State master plan has been set up, and work on the plan has begun. (KM)

ED 087 502

IC 740 067

Yeager, Robert B.
A Funding Model for Iowa's Merged Area

Schools. enter for State and Regional Leadership, Florida.; Florida State Univ., Tallahassee. Coll. of Education.

pons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Dec 73

Note-36p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Educational Finance, *Financial Support, Models, Post Secondary Education, *School Funds, State Aid, *Statewide Planning, *Tax Allocation, Technical Institutes

This study is concerned with the evolving pattern of funding used in Iowa for the operation of area schools, which include community colleges and postsecondary technical schools. The followand postsecondary technical schools. The follow-ing are discussed as they relate to the organiza-tion of lowa's area schools: development of the merged area schools, role of the State Board of Public Instruction, identifying 15 merged area schools, enrollment growth, financial accounting schools, enforment grown, inflancial accounting system, and expenditures and revenue sources. The four funding formulas for 1966-75 are given. A recommended funding model for the 1975-77 biennium is discussed. The Florida funding model is reviewed for its usefulness in devising a system for Iowa. (Author/KM)

ED 087 503 IC 740 068

Articulation Study Report 1973.
Florida State Dept. of Education, Tallahassee.

Pub Date [73] Note-85p

Available from-Textbook Services, 317 Knott Building, Tallahassee, Florida 32304 (\$.75

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Academic Achievement, *Articu-lation (Program), College Students, Communilation (Program), College Students, Community Colleges, Higher Education, Interinstitutional
Cooperation, Post Secondary Education, Retention Studies, *Student Characteristics, Tables (Data), Technical Reports, *Test Results,
*Transfer Students, Universities
Identifiers—*Florida
Results of research conducted by the Florida
Community/Junior College Inter-Institutional
Research Council to determine the progress of
transfer students in the state universities are pro-

vided in 29 tables and discussions of the data. The data reported were obtained in five articulation studies made to determine: (1) a general description of community college transfer student characteristics, (2) the relationship of test scores characteristics, (2) the relationship of test scores and academic performance, (3) the academic performance of community college transfer stu-dents by major and college of origin, (3) the re-tention of transfer students in the universities, and (4) the numbers of transfer students in postbaccalaureate programs and their academic success. An appendix provides annotations of the literature reviewed. (DB)

ED 087 504 JC 740 069

Pincus, Fred L.

Tracking in the Community Colleges.
Research Group One, Baltimore, Md.

Report No-R-18 Note-25p.

Available from—Research Group One, 2743 Maryland Avenue, Baltimore, Maryland 21218 (\$0.70)

Document Not Available from EDRS.

Descriptors—*College Role, *Community Colleges, *Educational Objectives, *Ethnic leges, *Educational Objectives, *Etnnic Groups, Higher Education, Post Secondary Education, Remedial Programs, *Socioeconomic Influences, Student Characteristics, Technical Reports, Vocational Educa-

The attempts made by community colleges to "democratize" higher education are discussed from the standpoint of the goals and policy of community colleges, and an empirical study of tracking in higher education is presented. Five public goals of community colleges are given, as are three non-public goals. The study of tracking in higher education considers academic charac teristics, social class, ethnic composition, and transfer and terminal students. Community college policy is described in the areas of occupa-tional and remedial education. Concluding re-marks are given, and footnotes, two tables, and a bibliography are provided. (DB)

ED 087 505 IC 740 070

Wiley, Stanley Eugene
A Comprehensive Job Placement Program for the

Community College.
Pub Date Aug 72
Note—158p.; M.A. Thesis, Newark State College

EDRS Price MF-\$0.65 HC-\$6.58 EJKS Frice MF-\$0.65 HC-\$6.58

Descriptors—College Students, *Community Colleges, Employment Programs, *Job Application, Job Placement, Masters Theses, Post Secondary Education, *Program Evaluation, Questionnaires, Seminars, *Student Employment, *Student Personnel Services Identifiers—*Middleges County Colleges

Identifiers-*Middlesex County College description is given of all phases of the 1971-72 Job Placement Program at Middlexes County College, Edison, New Jersey. Primary emphasis is given to the program phase known as emphasis is given to the program phase known as "Employment Preparation" which provided senior job seekers with specific job-search preparation prior to the Spring 1972 On-Campus Recruitment program in which 49 companies were represented. Employment preparation involved students in seminars covering mock interviews with industrial personnel representatives, instructions and guidance in preparing a "personal inventory" and an employment objective, development of a well-written resume, and other job search techniques. Alumni of each terminal curriculum, except health technologies, took part in one seminar session. An evaluation of the "Employment Preparation" phase was sought through a questionnaire designed by the author, and the results are reported in this study. Conclusions are that the community college graduates volved students in seminars covering mock interand the results are reported in this study. Concursions are that the community college graduate who is seeking full-time employment needs assistance in preparing for a successful job search. This assistance is best provided by the Placement Office staff, with the cooperation and assistance of the faculty. Seniors participating in the "Employment Preparation" phase were more successful in gaining employment commensurate with their preparation than were the students who chose to by-pass the opportunity. Where seniors had strong faculty support through the placement preparation process, they tended to be among the most successful in gaining adequate employment. The study attributes the high level of placement success to the "Employment Preparation" phase.

ED 087 506

Phair, 70m S.
Staffing Patterns in California Community Colleges. A 1973-74 Overview.
California Junior Coll. Association, Sacramento.

JC 740 071

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Annual Reports, "College Faculty,
"Community Colleges, Post Secondary Education, "Teacher Background, "Teacher Characteristics, "Teacher Employment
Identifiers—"California
This seventh annual report on staffing patterns
in California community colleges provides data
on the characteristics of new full-time faculty in
99 of the 100 public and the entire 8 private
community colleges in California as of the community colleges in California as of the academic year 1973-1974. Results of the survey showed that during that year, 732 new full-time faculty were hired in the colleges; there was a 97.86% retention rate of the old faculty. Of the 97.86% retention rate of the old faculty. Of the new faculty, 55% were men and 45% were women. As to racial groupings, 78% were caucasians, 7% were blacks, 8% were Chicanos, and 3% were Asians. The age of the new faculty, as compared with that of the previous year, did not peak as high in the age group of 24-35. The age group 35-43 dropped lower in numbers, and a few more people 50-63 were hired, but their total numbers remain small. Recruitment of new faculnumbers remain small. Recruitment of new facul-ty outside the state remained at 9%. Data relating to the highest degree held by the new faculty showed that 10% of the new faculty had less than a B.A. degree, and 18% had less than an M.A. a B.A. degree, and 18% had less than an M.A. degree. New faculty with an M.A. granted in 1973 was 17%, and those with M.A. degrees awarded prior to 1973 was 48%. Seven percent of the new instructors held doctorate degrees. The number of new faculty with non-teaching experience was 18%; new faculty with research assistant experience was 1%; 3% had community college intern or practice teaching experience; and 3% had experience in tutoring or private teaching. Former teaching assistants hired was 4%. More former elementary teachers were hired, whereas secondary school faculty dropped to 16%. Thirty-one percent of the faculty came from other community colleges. The principal subject field of the new faculty was Health Services. (DR)

Pub Date Nov 73

Developing and Managing a Comprehensive Community Services Program.

Pub Date Nov 73

Note—35p.; Paper presented at annual convention of Florida Association of Community Colleges (Daytona Beach, Florida, November 1-3,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Community Colleges, Community Involvement, *Community Service Programs, Post Secondary Education, *Program Administration, *Program Development, Speeches
Identifiers—*Oakland Community College

Five objectives of any comprehensive Commu-

nity Services program are to: (1) provide educa-tional services for all age and occupational groups, utilizing the skills and knowledge of college staff and outside experts, (2) take educa-tional, cultural, and recreational activities to the total community, (3) become a center of community life, (4) provide the community with leadership in solving educational, social, and economic problems, and (5) promote intellectual, cultural, and recreational life in the college district. Functions necessary to carrying out these objectives are to: offer college-credit extension courses, non-credit short courses, vocational training, and cultural and recreational programs; provide special services; and secure funds to be used in solving community problems. The comprehensive Community Services program must also have Community Services Board Policies that can be

implemented through administrative regulations and procedures, as well as an Advisory Council and Committees. The scope and progress of the program depends upon how extensively the community is involved. (Appendixes to the paper provide: A Comprehensive Community Service Program; Community Services Program Outline; Check List for Effective Programs of Community Services; Systems Analysis Analogue Model--Application; Steps in Program Development; and A Community Services Systems Flow. One appendix, Community Services Group Mission Statements, Design Criteria, Performance Goals, was deleted due to marginal reproducibility, and another appendix, Community Services Working Paper Number 4; Effective Organization and Administration Practices is available as ED 202 ministration Practices, is available as ED 037

ED 087 508

JC 740 073

Zaharis, John L. Developing Guidelines for Faculty Reduction in a Multicampus College. Miami-Dade Junior Coll., Fla.

Pub Date Apr 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, Administrative Problems, *Community Colleges, Enrollment Influences, Enrollment Projections, *Enrollment Rate, Evaluation Criteria, Guidelines,

"Job Tenure, Student Teacher Ratio, "Teacher Dismissal, Teacher Qualifications, Teacher Supply and Demand, Teaching Quality Miami-Dade Community College experienced continuous growth from 1960 through 1971. But the college suffered an unexpected sharp decline in enrollment for fall, 1972. A college-wide com-mittee was formed to develop criteria to be used staff reduction program for the 1973-74 year. It was decided that, when it was determined that a department was overstaffed, the following approach would be used: (1) faculty and staff would be viewed as two groups, annual contract personnel and continuing contract personnel; (2) in general, annual contract personnel would be missed before continuing contract personnel and (3) within each group, time of service would be immaterial. The following criteria would be used to select individuals to be dismissed: educa-tional qualifications, efficiency in performance, tional qualifications, efficiency in performance, compatibility, character, and capacity to meet the needs of the community. Although it was first anticipated that 84 professional staff would be released, normal attrition, retirements, etc. reduced the number to 56. Thirty-one faculty were transferred from North Campus to South Campus and Downtown Campus. Of those released, 51 were on annual contract and 5 on continuing contract. Two of the continuing contract. tract employees were administrators. Of the 77 black professionals at the college, six were dismissed. A study was made of factors causing the decrease in enrollment, and the committee recommended specific recruitment efforts to the college to increase enrollment. (KM)

ED 087 509 JC 740 074

Romine, Stephen Newport, Donald L.

Defining, Assessing, and Improving Community
Junior College Instructional Climate.

Colorado Univ., Boulder. Higher Education

Center. Pub Date 1 Nov 73

Note-46p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, Commu-nity Colleges, *Course Evaluation, *Instruc-tional Improvement, Rating Scales, Student Opinion, Surveys, Teacher Attitudes, *Teacher Evaluation, *Teaching Methods, Teaching Quality

Identifiers—Instructional Climate

A study was conducted to determine the per-ceptions of students and faculty members con-cerning an effective instructional climate in which satisfying and successful teaching and learning occur. A questionnaire was developed for use as a means of gaining such perceptions in terms of 70 possible attributes. Usable responses were received from 2,058 students and 325 faculty members located in 29 community junior colleges in 15 States of the North Central Region. Guides for the definition, assessment, and improvement of instructional climate are presented in the first section of the report, along with copies of an in-structional climate self-appraisal form for instruc-tors, an instructional climate student appraisal form, and an individual course evaluation form. A statistical analysis of the responses to each of the 70 attributes is presented in a second section of the report. (KM)

JC 740 075 ED 087 510

Pedrini, Bonnie C. Pedrini, D. T. Reading Ability and Grades: A Brief Review. Pub Date 1701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Admission Criteria, *College Programs, College Students, Educational Accountability, Failure Factors, *Grade Prediction, Literature Reviews, Reading Ability, *Remedial Reading, *Success

High attrition rates at colleges and universities are costly to students and to institutions, in terms of money, time, effort, etc. The prediction of academic success or failure is related to the academic success or failure is related to the problem of accountability. In order to plan and account for certain program expenditures, it becomes imperative to predict the needs and behaviors of students. Such procedures attempt to program the students and institutions for success. cess. Programming for success involves many administrative aspects and decisions. Initially, terms of this paper, one could ask, does reading ability contribute significantly to the academic success of college students? Are college reading programs necessary and/or helpful? (Author)

ED 087 511

Barlow, Melvin L.
Opinions of Community College Presidents and
Deans of Occupational Education Concerning a Doctoral Program to Prepare Occupational Education Administrators, A Pilot Study.

California Univ., Los Angeles. Graduate School of Education

Pub Date Feb 74

Note-60p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-35.427
Descriptors—Administrator Attitudes, *Administrator Education, *College Deans, Community Colleges, *Doctoral Programs, *Presidents, Colleges, *Doctoral Programs, Surveys, *Vocational Education

Identifiers—*Historiography
A pilot study was conducted to determine the tasks performed by occupational education administrators in the community colleges and to ob-tain opinions from community college presidents and deans concerning the content of a doctoral program to prepare future occupational education administrators. Data were gathered through personal interviews at ten community colleges in the greater Los Angeles area. A survey instru-ment was developed for use in the interviews. Profiles of respondents and institutions are provided. Tasks performed by deans of occupational education were found to include public relations, work with advisory committees, curriculum development, budgeting, preparation of Federal and State reports, program planning and class scheduling, writing proposals, supervision and evaluation of teachers/staff, hiring new staff, and addresses is also provided. Helpful hints for building an economics library and finance, human relations, personnel, school law, community college, curriculum development, and vocational education. Most respondents rated the following areas either desirable or essential: adult education, computers/programming, counseling, higher education, information systems, philosophy of education, psychology of education, research in education, sociology of education, and statistics. Opinions were also given concerning internship location, interns' duties, persons to whom interns should be responsible, and optimum length of in-ternships. Degrees and credentials, teaching ex-perience, industrial experience, course work, and personal qualities were given as considerations in hiring. (KM)

ED 087 512 JC 740 077

Taines, Beatrice

Tames, Beatrice
First Semester of the Diablo Valley College
Women's Re-Entry Program, Fall 1972, and a
Program for Women at Diablo Valley College.
Diablo Valley Coll. Pleasant Hill, Calif.

Pub Date Apr 73

Note—35p.
Available from—Beatrice Taines, Diablo Valley
College, Pleasant Hill, California 94523
EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—"Adult Education Programs, Child Care Centers, Community Colleges, Curriculum Development, Employment Practices, Equal Education, "Equal Opportunities (Jobs), Feminism, Mothers, Program Evaluation, Seminars, "Sex Discrimination, Women Professional Control of the Control o sors, Womens Athletics, *Womens Education, Womens Studies

In the fall semester, 1972, a Women's Re-entry Program was initiated at Diablo Valley College.

The program was devised to provide a supportive and encouraging atmosphere and convenient physical arrangements so that women could return to the classroom. All classes were return to the classroom. All classes were scheduled during elementary school hours, and child care was made available for preschool chil-dren. The program consisted of two blocks of basic general education courses in which a total of 79 students enrolled. At the end of the semester, students wrote informal essays evaluating their experiences. Every student expressed approval, usually enthusiasm, and no one stated that she regretted entering the program or totally disliked any single course. Three colloquies and a distinced any single course. Infree colloquies and a lecture series and seminar were available as special electives. At the end of the semester a statistical analysis was made of the students' backgrounds, reasons for enrolling, scholastic achievement at Diablo, and retention rate. The Women's Studies Committee proposes new cour-Women's Studies Committee proposes new cour-ses of study, new services, and equalizing par-ticipation in programs and activities for both sexes. Specifically, it proposes a combined course block plus optional colloquies, a child care center, a women's education center, affirmative action hiring for women faculty, women's studies programs, a director of women's programs, and steps to provide equal athletic programs for men and women. (KM)

ED 087 513

IC 740 084

Thomas, George Isaiah
The Feasibility of a Continuous Learning Year
Program at Fashion Institute of Technology.
Fashion Inst. of Tech., New York, N.Y.; New
York State Education Dept., Albany, Bureau of
Occupational Education Research.

Pub Date Aug 73 Note-243p.

Available from—Bureau of Occupational Educa-tion Research, The State Education Dept., Al-N.Y. 12224

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors-Admission Criteria, Adult Education Programs, *Art Education, Career Planning, *Community Colleges, Curriculum Development, *Facility Utilization Research, Feasibility Studies, *Flexible Scheduling, Time Blocks, *Year Round Schools

Identifiers-*Fashion Institute of Technology This feasibility study provides the Fashion Institute of Technology with a number of continuous-learning-year calendar choices, along with several suggestions regarding implementation procedures. The nature of the implementation process and the issues confronting the college ad-ministrator who is willing to reschedule the college year to facilitate the realization of short- and long-range objectives are considered. The study recommends a number of curricular changes to recomments a number of cultural actinages of facilitate operating the college in eight-week learning periods. A number of options are offered to aid the college staff to realize goals that are peculiar to the Fashion Institute of Technology, a community college. The chapters of the study re-port are: 1. Establishing Major Objective Priorities; 2. The Nature of the Continuous Learning Year Design; 3. Past, Present, and Future Enrollments and Building Capacities; 4. Applications, Admissions, and Enrollments; 5. Applying the Principles of Time Equalization; 6. Implementation of the Continuous Learning Year Cycling Plans; 7. Implications of a Continuous Learning Year Plan for the Division of Continuing Education; and 8. Highlights of the Fashion Institute of Technology Feasibility Study of the Continuous Learning Year Plan. Sixty-one figures illustrate Learning Yea the text. (DB)

ED 087 514 Gaddy, Dale

JC 740 086

A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges: Phase III. Final Report.

American Association of Community and Junior

Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Pub Date Jun 73 Contract—OEC-0-9-180260-3703(095)

Note-16p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Community Colleges, *Instructional Materials Centers, *Manuals, *Microforms, Post Secondary Education, *Resource Materials, Student Attitudes, Technical Reports Identifiers-*Project Microform

The American Association of Community and Junior Colleges launched the Microform Project in 1969 under a contract with the U.S. Office of Education. The major product of Phase I (1969) 1970) was a bibliography of resource materials used in 10 courses of study at community colleges (see ED 040 708). During Phase II (1970-1971), a series of pilot studies explored the procedural and environmental problems relating to microform utilization, and probed the matters of student acceptance and learning effectiveness of microforms (see ED 071 662). In Phase III of microforms (see ED 071 662). In Phase III (1972-1973), a microform handbook, consisting of six chapters, a bibliography, and appendices, was developed. It serves as a primer for educators who wish to consider the applicability and adequacy of microform systems at their respective institutions. This final report summarizes each of the three phases, describes the handbook, and presents the conclusions and recommenda-tions of the project staff. In addition, as appendix provides a reprint of a paper titled "A Medium for Spies.... and Community Colleges" by Dale Gaddy. (Author/DB)

ED 087 515

IC 740 087

Becklin, Karen Maureen Aas
A Model for Maximizing Educational Opportunities in Sub-Baccalaureate Institutions. Pub Date Jul 73

Note-102p.; Ed.D. Dissertation, New Mexico

State University
Available from—Xerox University Microfilms,
300 North Zeeb Road, Ann Arbor, Michigan
48106 (Order Number 74-2190) Microfilm \$4.00, Xerox \$10.00)

Document Not Available from EDRS.

Descriptors—Adult Programs, Doctoral Theses, Educational Needs, *Educational Opportuni-ties, *Financial Policy, *Junior Colleges, *Mathematical Models, Post Secondary Education, Predictor Variables, *Statistical Analysis

Previous studies have focused almost exclusively on the contribution of community and institutional traits to institutional success. This study indicates that the degree of institutional effective-ness in serving local educational needs may be predicated more on manipulatable institutional policies and practices affecting educational barriers than on fixed community or institutional traits. Empirical data were collected and analyzed traits. Empirical data were collected and analyzed to assign numerical values to the variables identified as affecting institutional success. The interrelationships and relative contributions of these community and institutional variables were analyzed through a canonical correlation analysis procedure. The delineation of interrelationships and relative contributions of the variables produced three models for simulating future effectiveness of an institution on the basis of given trait and policy data. Although there are in-dividual differences among the three models, from three to five of the six variables contributing most highly to institutional success were variables directly related to reducing barriers to education. In all cases, these variables were most concerned with alleviating the financial barrier. In Models I and II there were, in addition, two institutional stimulus variables indirectly affecting students but also subject to manipulation. The two criterion variables most adequately predicted from the 26 variables in the models were in proportion of population served an an index of institutional compensation for the income level of the community. Minority representation is predicted to a lesser degree. (Author/DB)

ED 087 516 IC 740 088

Lennstrom, Henry Walter An Analysis of Independent Study Programs in the Junior Community Colleges. Pub Date 73

Note-181p.: Ed.D. Dissertation, University of Washington

vailable from—Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order Number 74-819) Microfilm \$4.00, Xerox \$10.00 Available

34.00, Acrox \$10.00
Document Not Available from EDRS.
Descriptors—*College Curriculum, *Community
Colleges, Doctoral Theses, *Independent Study, *Junior Colleges, Post Secondary Education, Questionnaires, *School Surveys, Statisticul Apaletion cal Analysis

This study was designed to determine the ex-tent and nature of independent study programs on the two-year college campuses across the

western half of the nation. The study further sought to determine whether differences existed in the use of independent study in colleges as re-gards variance in enrollment, geographical loca-tion, type of control, part-time/full-time faculty ratio, and age of the institutions. This study was conducted by use of a questionnaire survey fol-lowed by visitations to certain colleges. The sample, drawn from two-year colleges located in western continental United States, included 253 institutions from 25 states. There were 202 usable returns accounting for 79.8% of the sample. The study revealed that public, comprehensive, and relatively large colleges located in independent districts were more apt to have instituted inde-pendent study programs. Fewer programs were found in smaller private or public colleges in unified districts, branches or state community unified districts, branches or state community colleges located in south central United States. Where there were independent study programs, they tended to be library oriented, requiring minimum entry regulations, permitting liberal allowance of credits toward graduation, and generating relatively few problems. The study indicated that the majority of colleges included in the survey had independent study programs. Many institutions where independent programs Many institutions where independent programs in spite of the wide usage, relatively few students and faculty were actually involved. Independent study appeared to be valuable as an alternative instructional method for special purposes or situations. (Author)

ED 087 517 JC 740 089

Unmet Educational Needs. Montgomery Coll., Rockville, Md. Pub Date Feb 74

Note-336p. EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*College Curriculum, College Students, *Community Colleges, Needs, Educational Planning, High School Graduates, High School Students, Junior Colleges, *Manpower Development, Parent Attitudes, Post Secondary Education, School Community Relationship, *Student Characteristics, Tables (Data), Technical Reports

Identifiers—*Montgomery College
A comprehensive view of matters related to future curricula, programs, and services of Montgomery College is provided in this report. Emphasis is placed on the unmet program needs in the down-county area of Montgomery County. The 10 chapters of the report are: I. Summary, Conclusions, and Recommendations (the key portion of the report); II. Characteristics and Forecasts of the Population; III. Structure of the Economy and Forecasts of Employment and Manpower Requirements; IV. Middle Manpower Education for the 1970's; V. Community College Education in Montgomery County and Educa-tional Offerings Provided by Other Selected Agencies; VI. Information from Community Leaders and Other Citizens; VII. Study of Parents of Fifth Grade Students; VIII. Information from High School Seniors; IX. Study of High School High School Seniors; IX. Study of High School Graduates; and X. Study of Montgomery College Students. An appendix provides three tables: Head Count Enrollments by Curriculum Offered by Montgomery College; Head Count Enrollments by Community Service Courses Offered by Montgomery College; and Courses and Activities Offered by Department of Adult Education, Montgomery County Public Schools. The text is illustrated by 88 tables, 2 figures, and 4 charts. (DB)

PS

PS 006 712 DeVries, Rheta

Kamii, Constance Plaget-Based Curricula for Early Childh on: Three Different Approaches.

Pub Date 1 Apr 73
Note—17p.; Part of a pre-symposium paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)
EDRS Price MF-30.65 HC-33.29

EDRS Price MF-30.65 HC-\$3.29
Descriptors—*Comparative Analysis, Conservation (Concept), *Curriculum Evaluation,
*Early Childhood Education, Educational Objectives, *Learning Theories, *Teacher Role
Identifiers—Piagetian Theory

A Piagetian-based early childhood education program is compared with the Lavatelli program and the Weikart program. Interpretation and application of Piaget's theory are examined on a plication of Piaget's theory are examined on a number of levels: conceptualization of curriculum objectives, methods of teaching, principles of teaching, and the role of the teacher. Lavatelli's program is commended for interpretation of Piaget's theory and Weikart's program for theory application. It is emphasized that a primary con-sideration in deriving curriculum goals from Piaget's theory should be that short-term cogni-tive goals should be set in the context of long-term goals, i.e., formal operations. (CS)

ED 087 519

PS 006 741

Radke, Mary Ann Curriculum Guide for Day Care Primary. Pub Date [72]

Note — 28p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Curriculum Guides, *Day Care Programs, Language Arts, *Lesson Plans, Physical Development, *Preschool Cur-riculum, Psychomotor Skills, *Retarded Children, Self Concept, Teaching Methods

This curriculum, designed for severely retarded children in a primary day care setting, is divided into three sections: (1) Awareness of Body Parts, (2) Gross Motor Skills, and (3) Language Arts. Detailed activities are suggested to develop and reinforce various gross motor coordinations and learning skills. (CS)

ED 087 520

PS 006 772

The Flexible Training System: A Training System for Staff of Early Childhood Education Programs. ar West Lab. for Educational Research and

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Educational Labs, National Inst. of Education (DHEW), Washington, D.C. Div. of Education (DHEW), D.C. Div. of Education (DHEW), D.C. Div. of

ton DC Pub Date Feb 73

Note—201p.: This document contains 182 leaves, some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Class Management, *Early Child-hood Education, Educational Programs, Evaluation Techniques, *Inservice Teacher Education, Leadership Training, Learning Laboratories, Management Systems, Occupa tional Mobility, *Program Descriptions, *Project Training Methods, Systems Analysis, *Teacher Education Curriculum, Teacher Evaluation, Teaching Techniques, Training

Techniques This booklet contains the 1972 and 1973 program and management plans for the Flexible Training System for Teacher Assistants. The program has four primary objectives, each one re-lated to a major problem in early childhood edu-cation. Objectives are (1) to develop an educa-tional program that provides a career ladder for low income persons who are currently involved or may become involved in some educational or may become involved in some educational programs for children from ages 3 to 9, (2) to provide an efficient way of training large numbers of persons who will be needed in Head Start and Day Care programs, (3) to upgrade the quality of existing preschool programs by providing inservice training, and (4) to develop a flexible training system that will allow a teacher in kindergar-ten through the third grade to choose from among a set of competencies those that will increase her effectiveness in working with a particular group of children. (ST)

ED 087 521 Social and Rehabilitation Services. Oversight Hearing Before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on Social and Reha-bilitation Services Regulations as They Affect Child Care.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date 15 Mar 73

Note—99p. EDRS Price MF-\$0.65 HC-\$3.29

DKS Price MF-\$0.65 HC-\$3.29 escriptors—*Day Care Programs, *Federal Legislation, Federal State Relationship, Government Publications, *Rehabilitation Pro-grams, *Social Services, *State Federal Aid, Working Parents

In this government publication, discussion centers on the effect of proposed federal regulations on social services programs, specifically day care services. (CS)

ED 087 522 Kliman, Gilbert

Specific Traumas: Selective Review of Literature. New York Psychoanalytic Inst., New York. Pub Date 20 Sep 65

Pub Date 20 sep 63 Note—22p.; Paper prepared for meeting of Dr. Beres' Section of the Kris Study Group (New York, N.Y., September 21, 1965) Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Clinical Diag-nosis, *Emotionally Disturbed Children, Psychiatry, *Psychopathology, *Psychotic Chil--*Behavior Problems, *Clinical Diag-

Identifiers-Traumas

A selection of psychoanalytic literature on childhood traumas is reviewed. Reported are specific observable experiences or circumstances which have been followed by psychopathological development or behavior. Among the experiences and circumstances investigated were: childhood observation of adult intercourse, childhood bodilis. observation of adult intercourse; childhood bodily illness; hospitalization and surgery; congenital deformity; childhood bereavement; and childhood detormity; childhood bereavement; and childhood observation of murder. It is hoped that the study of emotional response to easily defined and verified realistic events will emphasize an increasingly rare type of methodology in recent psychoanalytic reporting: observation where hypotheses are in the background rather than the foreground. (Author/CS)

ED 087 523

PS 006 831

Lickona, Thomas An Experimental Test of Piaget's Theory of Moral Development.

State Univ. of New York, Cortland. Coll. at Cortland.

Pub Date Apr 73

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research,
*Cognitive Processes, *Elementary School Students, *Moral Development, Peer Relationship,

*Personality Development Identifiers—*Piaget (Jean)

This study investigated experimentally some of Piaget's hypotheses on the causes of moral judgemental change. The measure of moral judgement chosen was a child's standard of evaluating moral responsibility, on an objective (choice based on consequences) - subjective (choice based on in-tentions) dimension. Subjects were 72 first and second graders who were classified as objective or subjective according to their reasoning about moral judgements on a pre-test. Two to four weeks after pretesting, children were divided into 4 experimental groups and a control group. In Group I (Decentering), subjects were trained to consider both consequences and intentions. Group II (Peer interaction) subjects were divided into pairs, one objective and one subjective child, who explained their reasoning processes to each other. Group III (Exposure to adult conflict) listened to an objective and a subjective adult argue about which choice was correct, and Group IV (Didactic rule training) subjects were told the (Didactic rule training) subjects were told that one particular choice was correct. Children were posttested one month later. All training condi-tions produced significant increases in subjective judgements, whereas controls exhibited no change from pretest to posttest. Results are analyzed separately for each training condition, with discussion focusing on evidence that might contradict Piaget's theory. (DP)

ED 087 524 PS 006 834

Pollio, Marilyn R. Pollio, Howard R. The Development of Figurative Language in School Children.
Tennessee Univ., Knoxville.

Pub Date [71]

Note-31p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, "Composition (Literary), Creative Writing, "Curriculum Development, *Elementary School Students, *Figurative Lan-guage, Grade Charts, *Language Development

Elementary school students in the third, fourth, and fifth grades were asked to do three different tasks in an attempt to determine how frequently children at these various ages use figurative lan-Results for a Composition Task showed that children tend to produce a greater number of frozen than novel figures, and that the absolute level of such usage decreased over the three grades. Results for a Multiple Uses Task revealed that children tended to produce more frozen than novel figures and that both types of figures showed a marked increase over grade. Results for a Comparison Task also indicated that the use of figurative language increased over grade level and that under the conditions of this task, children used more novel than frozen figures. All in all, present results were taken to mean that the Com position Task is not a particularly good one for assessing developmental trends in figurative lanassessing developmental trends in figurative language usage. In addition, these results show that children as early as the third grade are able to use figurative language effectively, and that a Comparison Task represents one good way in which to encourage children to use novel figurative language. (Author(S)) tive language. (Author/CS)

ED 087 525

PS 006 852

Lickona, Thomas The Early Social Development of Children: Impli-cations for a Preschool Program. Pub Date Apr 69

Note—21p.; Paper presented to the Early Child-hood Teachers of the Cortland College Campus (Cortland, New York, April, 1969) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Cognitive Processes, School Students, Environmental Influences, Intellectual Development, Language Development, Learning Processes, *Literature Reviews, *Moral Development, Peer Relationship, *Preschool Children, *Social Development, So cialization

Calaization
Identifiers—Egocentrism, *Piaget
A Piagetian analysis of social development
focuses on the changes in children's social concepts and the social factors which facilitate these changes. Piaget's early analysis of children's language into a 3-stage transition from egocentrism to fully socialized speech led to more general study of social behavior. Observations of children playing at various ages facilitated the study of developmental changes in behavior with respect to rules, and changes in ideas about rules. The observed development from blind allegiance to the rule to concern for cooperative agreement was seen as the basis of the whole social-moral developmental process. Discussion of social development is constantly related to the total ongoing intellectual development, so that social in-teractions are interpreted in terms of their positive contributions to cognitive processes. Literature is reviewed concerning relationships between social development and preschool experience. To counteract the problems in interpreting these studies (permanence of gains, lack of adequate controls), a detailed review of research which analyzed the effects of specific social variables is presented. Focus is on studies of dominative-integrative behavior, training in independent problem solving through social reinforcement, social learning by imitation, and the use of the whole peer group to promote social development. (DP)

ED 087 526 PS 006 865 Stank, Peggy L

Stank, Peggy L.
First Grade Follow-Up of Kidi-Prep.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems. Pub Date Jul 73

Note-7p. EDRS Price MF-\$0.65 HC-\$3.29

Discriptors—Age Differences,
Diagnosis, *Followup Studies, *Kindergarten,
Preschool Learning, *Program Evaluation,
*Reading Skills, Reading Tests Identifiers-Kidi Prep

A 1971-72 study compared the effects of a Kindergarten Diagnostic Prereading Program with the effects of traditional kindergarten on chil-dren's predicted reading levels. A follow-up study of the first grade reading achievement of the chilof the first grade reading achievement of the chi-dren from both kindergarten programs was recently completed. The purpose of the follow-up study was to answer the following questions: (1) Will the Kidi-Prep classes have a higher propor-tion of adequate readers (Grade Level 1.6) at the

end of the first grade than the traditional kin-dergarten classes? and (2) Will the Kidi-Prep Predicted Reading Level-Failure group have a higher proportion of adequate readers at the end of first grade than the traditional kindergarten PRL-F group? The data analyses showed no statistically significant difference between the first grade reading achievement of the children who had had Kidi-Prep in kindergarten and those who had had traditional kindergarten. It appears that both the Kidi-Prep and the traditional kindergarten adequately prepared children for the first grade reading program. (Author/CS)

ED 087 527

PS 006 868

Caylor, Florence Byrens Contemporary Practices and Problems in Music Education in the Elementary Public Schools of the United States: A Survey and Study. Pub Date Jul 73

Note-375p.; Ph.D. Dissertation, Walden Univer-

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrator Attitudes, *Curricu-lum Problems, Educational Objectives, Educational Philosophy, *Elementary School Curricu-lum, Instructional Innovation, *Music Educa-tion, Questionnaires, *School Surveys, Tables (Data), *Teaching Methods

This status study investigated elementary school music education in the United States in 1972 as reflected in: (1) the opinions and attitudes of practicing music educators in representative districts throughout the nation; (2) the literature and publications of music educators; and (3) the opinions of elementary school administrators. Information was gathered using a random sample questionnaire, observations of elementary classroom music and instrumental training, a study of interests and trends in professional publications, and personal interviews. Appendices include statistical information. (SET)

ED 087 528

PS 006 891

Ripple, Helen E. Supervision of the Paraprofessional: Homemaker.

Children's Aid Society, New York, N.Y. Homemaker Service. Pub Date 16 May 73

Note-26p.; Paper presented at the Eastern Regional Conference of the Child Welfare League of America (Washington, D.C., May 16, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Welfare, Community Services, Home Management, *Inservice Educa-

vices, Home Management, "Inservice Educa-tion, "Program Administration, "Social Ser-vices, Social Workers, "Visiting Homemakers The Director of Homemaker Service at the Children's Aid Society relates the process by which paraprofessional homemakers are prepared through inservice training and continuing supervision by the professional staff. Because the homemakers' backgrounds range from five years of grammar school to some experience in college the training program must be geared to reach everyone regardless of educational background or native abilities. Inservice training is given in two ways: through monthly training sessions given by the director of the service and through supervision by social workers on individual cases. Although the major emphasis of the homemakers Attnough the major emphasis of the innermakers is on the care of the children, care of the home, home management, planning of meals, and food preparation are not ignored. The homemaker's relationship with the professional social work staff and with the family she serves are discussed as critical areas in the successful operation of the total delivery service. (CS)

ED 087 529 PS 006 907

Galenson, Eleanor An The Choice of Symbols. Pub Date May 72

Note—29p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors-*Behavior Problems, Case Records, Developmental Psychology, *Emotionally Disturbed Children, *Parent Child Relation-ship, *Preschool Children, Psychological Pat-terns, Role Conflict, Self Congruence, *Sex-

uanty
This psychoanalytic descriptive case study of a
2-year-old girl investigates the emergence of selfobject differentiation, particularly in relation to
the anal, urinary, and genital zones. An early
emergence of genital excitation and awareness in

this child due to certain early experiences, intensified a search for "the missing phallus." In the case study, the symbolic use of a number of concrete objects (pens, crayons, and cigars) were concrete objects (pens, crayons, and cigars) were examined as a distortion of the normally developing symbolic function. An attempt is made to identify those factors in early life which predispose to such distortions, as well as those circumstances which tend to cause particular stress during the first very active period of symbolic emergence, the second year of life. (CS)

ED 087 530

Manthe, Karen, Ed Manthe, Karen, Ed.

A Symposium on Field Staff Training for Home-Based Early Childhood Education (Washington, D.C., March 18-20, 1973), Proceedings Report.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Mar 73

Note., 909

Note—99p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Child Care Centers, *Child Care Workers, *Child Care Centers, "Child Care Workers, "Child Development Specialists, "Educational Oppor-tunities, Family Role, Lower Class Parents, *Low Income Groups, Paraprofessional School Personnel, Parent Child Relationship, Parent Responsibility, Parent School Relationship, Powerty Programs, Supervisory Training The major focus of the conference described in

this report was an attempt to refine responses to three questions: (1) What qualities should be required for Family Day Care Consultants and home visitors? (2) How can we develop these qualities through training? and (3) How can we locate the resources we need to get the training done as it should be? In view of the recent research which seems to overwhelmingly confirm the gains made through-home based early childhood education, emphais was placed on the need to meticulously choose and train the Family Day Care Consultant. The report contains presentations by 10 symposium participants. (CS)

ED 087 531 PS 006 917

Eddinger, Lucy, Ed. Sharing Among Those Concerned with School-Age Parents.

Parents.
Consortium on Early Childbearing and Childrearing, Washington, D. C.
Spons Agency—Child Welfare League of America, Inc., New York, N.Y.; Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Services

Pub Date 73

Note-94p. EDRS Price MF-\$0.65 HC-\$3.29

*Childrearing, Health Education, Parent Child Relationship, *Parent Role, *Pregnancy, *School Policy, *Students, Workshops (dentifiers—Consortium on Early Childbearing and Childrearing In this issue, the Consortium on Early Child-bearing and Childrearing, a federally funded research utilization and information sharing proresearch utilization and information sharing project, reports on recent conferences, workshops, and publications pertaining to the problems of young parenthood. The Consortium is directed principally toward helping communities initiate and improve health and social services for schoolage pregnant girls, young fathers, and their infants, continuing education services for schoolage pregnant girls. The two workshops described in this report had two purposes: to improve the quality of care received by infants in newly instituted alternate care settings; and second, to obtain the clinical experience and observations of tain the clinical experience and observations of those who had been working with young parents and their infants. (CS)

ED 087 532 PS 006 928

Blumenfeld, Harry Schwimmer, Barbara
The Challenge of Day Care in the Seventies: One
Agency's Response.
Pub Date 73

Note-22p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Consultant Programs,
Cultural Awareness, *Day Care Services,
*Montal Health Programs, Parent Attitudes,
*Parent Participation, Relevance (Education,
Religious Agencies, Stereotypes,
*Teacher Education

Identifiers-Jewish Board of Guardians

The Jewish Board of Guardians, in collaboration with the Agency for Child Development, developed a program to respond to the complex mental health concerns of children in day care, their families and the communities in which they live. The program includes on-site consultation, staff development sessions and paraprofessional training. In this paper, the following critical issues in program development are explored: (1) The drive by consumers for participation in the decision making process, (2) Parental pressures for early acquisition of cognitive skills, (3) Credentialling in the field of human services and the provision of alternative educational routes for new professionals, and (4) The relevancy of child development and sociological theories. An asser-tion is made that a professional white mental health agency with a knowledge of child growth and development growing out of years of practice and research has a significant contribution to make to institutions that serve minority children and their families. (CS)

ED 087 533

PS 006 931

Parsell, Neal, Ed. Growing Up in Idaho: The Needs of Young Chil-

Idaho State Office of Child Development, Boise. Pub Date [73]

Note-23p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Abuse, Child Development, *Child Rearing, *Children, Emotional Development, Environmental Influences, Handicapped Children, *Health Education, Nutrition, *Ser-vices, Social Development, State Agencies, *State Surveys Identifiers—Idaho

The purpose of this pamphlet was to make the Idaho public aware of the needs and status of young children in their state. The information comes primarily from the findings of three major research surveys conducted by the Idaho Office of Child Development. The first survey was designed to identify existing services and resources for children, youth and families in Idaho. Two medical students from Idaho con-ducted the interviews for the second survey - a prenatal, perinatal, and postnatal study. The third study randomly sampled two percent of the fami-lies in Idaho with children under six. Some of the topics covered in this booklet include child nutrition, prenatal care, health care, emotional environment, social development, handicapped chil-dren and parents, and child care. (CS)

ED 087 534

PS 006 942

Winter, Mildred Klein, Alice E.

Extending the Kindergarten Day: Does It Make a
Difference in the Achievement of Educationally

Advantaged and Disadvantaged Pupils?

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date [70]

Note-29p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Cognitive Development, *Educationally Disadvantaged, *Extended School Day, *Kindergarten, Lower Class, Middle Class, *Readiness (Mental), Standardized Tests

Standardized Tests

This study was conducted to find out whether extending the kindergarten day with individualized curricula would produce differences in achievement great enough to warrant the increased cost. Two pilot studies were conducted in this large suburban school district, using kindergates, from four of 17 elementary schools. dergartens from four of 17 elementary schools. Two of the schools served middle class families; the other two served lower class families and were eligible to receive Title I funds. Educationally advantaged pupils judged 'least ready' on the basis of standardized test results and teacher ratings were selected for inclusion in the ex-tended day kindergarten and control groups. Both tended day kindergarten and control groups. Both extended day groups participated in the regular kindergarten programs in the morning and received an additional 90-minute period of structured activities in the afternoon. These activities differed according to the needs of the pupils and are described in some detail in the report. Results favoring the experimentals over the controls were apparent at the end of the kindergarten year, most noticeably in the educationally disad-vantaged sample. (Author/CS)

ED 087 535

Platts, Mary E.

Launch: A Handbook of Early Learning
Techniques for the Preschool and Kindergarten

Pub Date 72 Note-206p.

Available from—Educational Service, Inc., P.O. Box 219, Stevensville, MI 49127 (\$4.60) Document Not Available from EDRS. Descriptors—Arithmetic Curriculum, Art Activi-

ties, Creative Activities, *Curriculum Enrichment, *Learning Activities, *Lesson Plans, Perceptual Motor Learning, Physical Activities, *Preschool Curriculum, *Readiness, Reading *Preschool Curriculum, *R Readiness, Teaching Guides

This handbook, eleventh in a series for kindergarten and preschool teachers, includes suggergarten and preschool teachers, includes sug-gestions for activities and games pertaining to reading and mathematics readiness. There are also craft ideas and activities designed to aid in the development of large and small muscles and to encourage creative play. (CS)

PS 006 957

Baker, Katherine Read, Ed.
Ideas That Work with Young Children.
National Association for the Education of Young Children, Washington, D.C.

Note—236p. Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (\$3.00, paper) Document Not Available from EDRS.

Descriptors—Centers of Interest, *Child Develop-ment, *Early Childhood Education, Educa-tional Environment, Elementary School Counseling, Environmental Influences, Language Development, Multimedia Instruction, *Parent Child Relationship, Reading Readiness, Sex Education, *Teacher Education, *Teacher In-fluence, Teaching Methods

Most of the articles in this book were selected because they offer something of immediate pracchildren. Written by teachers who describe their own experiences with children and parents, the articles originally appeared in the periodical "Young Children." The present volume is divided into the following categories: (1) Understanding Up a Learning Environment, (3) Language Experiences, (4) The Program in Centers for Young Periences, (4) The Program in Centers for the Children, (5) Areas of Special Challenge for the Teachers, (6) Parents and Teachers Work Together, and (7) Consulting with People in Other Professions Increases Understanding. (DP)

ED 087 537 PS 006 992 Compensatory Early Childhood Education: A Selective Working Bibliography.

Bernard Van Leer Foundation. The Hague (Netherlands).

Pub Date 71

Note—355p.

Available from—International Publishers Co., Inc., 381 Park Avenue S., New York, NY 10016 (\$15.00, paper)

Document Not Available from EDRS.

Document Not Avaisable from EDRS.

Descriptors—Academic Achievement, *Bibliographies, *Compensatory Education, *Disadvantaged Youth, *Early Childhood Education, *Environmental Influences, Intelligence, Learning Disabilities, Socioeconomic Influences Identifiers-*Foreign Documents

This bibliography on compensatory early childhood education contains more than 4,000 cita-tions, most of them from American sources. Books, journals, and papers presented at meetings are cited and a subject index is included. (SBT)

ED 087 538 PS 006 996

Johnson, Dale I. And Others

Houston Parent-Child Development Center.

Spons Agency—Office of Economic Opportunity,
Washington, D.C.

Report No-OEO-CG-6091 Pub Date Mar 73

Pub Date Mar 73

Note—23p; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-50.65 HC-53.29

Descriptors—Child Rearing, Cognitive Development, *Compensatory Education Programs,

*Family Involvement, *Mexican Americans, Parent Child Relationship, *Parent Education, *Preschool Programs, Program Evaluation, So-

cial Development

The Houston Parent-Child Development Center was established to provide a basis for educational improvement for Mexican-American families and to yield basic information about the importance of the whole family for a child's success in learning. Certain cultural factors, such as language and sex role expectations were taken into account in sex role expectations were taken into account in establishing the program for a specific popula-tion. Families enter the program when their child is 1 year old. At this stage, services are provided in the home, with training provided mainly for mothers. After the first year, the mother and child go to the center for learning activities. Project families also participate in several workshops with each other, and frequent parent discussions are held. Language instruction is woven into all program activities. The evaluation design includes plans to gather data on children, mothers, and other family members on an annual basis. Control group families will be involved. Evaluation measures for children and adults are listed, including developmental scales, intelligence tests, struc-tured interactions, attitude surveys, child rearing inventories, etc. Initial data has been collected for 34 program and 28 control families, but only preliminary analysis has been completed. (DP)

ED 087 539

PS 006 997

Johnson, Dale L. The Influence of Social Class and Race on Language Test Performance and Spontaneous Speech of Preschool Children.

Spons Agency-Office of Economic Opportunity,

Washington, D.C. Report No-OEO-CG-6091

Pub Date 1 Apr 73
Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April I, 1973)

April 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Child Language, Cultural Dif-ferences, Expressive Language, Intelligence,
*Language Development, *Language Research,
*Preschool Children, *Psychological Tests,
*Psychometrics, *Racial Factors, *Social Class, Speech, Test Bias
Identifiers—Illinois Test of Psycholinguistic Abili-

This investigation compares child language obtained with standardized tests and samples of spontaneous speech obtained in natural settings. It was hypothesized that differences would exist between social class and racial groups on the un-familiar standard tests, but such differences would not be evident on spontaneous speech measures. Also, higher correlations between test and spontaneous scores were expected when subject-examiner similarity was maximized. Subjects were 40 4-year-old preschoolers. They were tested with subscales of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and the Illinois Test of Psycholinguistic Ability (IT-PA). Spontaneous speech was recorded by inserting a small transmitter and microphone into vests worn by the children. The transmissions were recorded and scored, using Hunt's T-units, a vocabulary range measure, and a count of concepts used in speech. Analysis of results indicate that both hypotheses were partially supported. Discussion focuses on methodological issues which may have contributed to the unclear data.

ED 087 540 PS 007 000

Saltz, Eli Dunin-Markiewicz, Aleksandra
Development of Natural Language Concepts: II.
Developmental Changes in Semantic Structure.
Wayne State Univ., Detroit, Mich. Center for the
Study of Cognitive Processes.

Spons Agency—National Science Foundation, Washington, D.C. Report No—TR-5

Pub Date Oct 73

Note—24p.; Studies in Intellectual Development, Tech Report Series, #5; Filmed from best available copy EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, *Age Dif-ferences, Cognitive Processes, College Stu-dents, *Concept Formation, Deep Structure, Elementary School Students, *Factor Analysis, *Language Development, *Semantics

This study investigated developmental changes semantic structure, focusing on whether changes could account for differences in the concepts acquired by children and those acquired by adults. Semantic structure was determined at each of four age levels (6, 9, 12 years and college students). Two indications of developmental change were observed in the factorial structures. the youngest children showed a large general factor (essentially evaluative) which tended to break down with age. Second, the structure developed from two independent factors at 6 years of age, to four factors at 9, to five factors at 12 and college age. Changes in semantic structure helped clarify some of the developmental differences in concepts noted in earlier studies. (Author/DP)

ED 087 541

PS 007 003

Nowicki, Steve Factor Structure of Locus of Control in Children. Pub Date Aug 73

Note—6p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Age Differences, *Behavioral Science Research, Elementary School Students, *Factor Analysis, *Factor Structure, School Students, Junior High School Students, Locus of Control

Identifiers-Nowicki Strickland Locus of Control

This study investigate the factor structure of the Nowicki-Strickland locus of control scales for children. A major objective of the research was to provide empirical evidence that can help to reveal the multi-dimensionality (or uni-dimensionality) of locus of control. This is an important distinction because locus of control will be a superior predictor of behavior if it is multi-(as opposed to uni-) dimensional. Responses of 449 elementary school children, 388 junior high stu-dents, and 389 high school students to the Nowicki-Strickland scales were factor analyzed. Results indicated that there was a general factor (dealing with feelings of helplessness) across all ages. However, other factors were not nearly as general across ages. The differential factors may also be sex related at different age levels. It was hypothesized that the differential factors may reveal important developmental tasks relevant at each age level. Results are discussed with regard to their implications for locus of control of scales in general, and differential scoring and creation of subtests to reflect these factors are suggested as logical next steps. (DP)

ED 087 542

PS 007 004

Nowicki, Stephen

Predicting Academic Achievement of Females from a Locus of Control Orientation: Some Problems and Some Solutions.

Pub Date Aug 73 Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Adults, Elementary School Students, *Females, *Locus Control, *Prediction, Predictive Ability

(Testing), *Socialization

Academic achievement in males is quite consistently predictable from locus of control scores, although this is not true for females. Reasons suggested for this apparent inconsistency include the use of externality as a shield against failure, the instruments used and a "fear of success" in women. Several studies with college and elemen-tary school students are reported. Results suggested a social desirability factor might be a mediating variable when predicting achievement from locus of control scores. (ST)

ED 087 543

PS 007 010

Trieschman, Albert Levine, Bernard
Sexual Behavior and Language: Child Care
Worker Management in the Service of Child Education.

Pub Date Oct 72

Note-25p.; Paper presented at the meeting of the American Association for Children's Residential Centers (October 1972) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, "Behavior Problems, Conflict Resolution, "Emotionally Disturbed Children, Expressive Language, "Language Role, "Residential Care, "Sex Education, So-cial Change, Staff Role

A perspective is suggested for operating and maintaining an environment capable of providing sexual education and expression for children in a residential center for disturbed children. Considered are: (a) the role of staff selection, (b) ways of modeling behavior in the life space, (c) tactics involved in information seeking and information giving, (d) ways to teach the dimension of time and place, and (e) how to teach children al-ternative ways to satisfy needs other than by the misuse of their sexuality. Although there is no sex education pattern suitable for everyone, certain knowledge has universal value. The skills of ex-pression, the skills of control, the notions of public vs. private, the sense of knowing a variety of ways to meet one's needs are important in any culture no matter what specific times and places are approved or disapproved for a particular act or language phrase. (CS)

ED 087 544

PS 007 026

Turnure, James E. Thurlow, Martha L.

Turnure, James E. Thurlow, Martha L.
Relational and Structural Components in Verbal
Elaboration with Young Children.
Minnesota Univ., Minneapolis. Research,
Development, and Demonstration Center in
Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 73

Grant-OEG-0-9-332189-4533-032

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, *Language Development, *Paired Associate Learning, *Preschool Children, Psycholinguistics, *Semantics, *Surface Structure Identifiers—*Verbal Elaboration

Language development in preschool children was studied using pairs of pictures with three types of verbal elaboration formed for each pair. After a training trial thirty children listened to one of three types of elaboration (simple sentence, compound or complex sentence, and paragraph). They were asked to name the cor-responding response item. Results indicated that the number of relations within an elaboration is more important than its structure in facilitating the performance of young children. Results are discussed in terms of semantic relations. (DP)

ED 087 545

PS 007 027

Lefcourt, Herbert M. And Others Locus of Control and the Expression of Humor. Spons Agency-Ontario Mental Health Foundation, Toronto

Pub Date 73

Note-30p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, *Cognitive Development, *College Students, *Humor, *Locus of Control

Humor displayed during the administration of a work association test containing a gradually increasing number of sexual double entendres was observed in college students through remote control TV facilities. Persons who hold an internal locus of control smiled and laughed more than externals. Humor was differentiated in three ways: superiority, tension relief, and social. The results suggest that internals are more apt to be amused by the discovery that they have been the object of a jest than externals are. This display of humor, particularly that of superiority humor, was thought to reflect a distance from the immediate demands of the task which if a general characteristic would facilitate the acceptance of evaluative feedback. These results may help in explaining how internals can assimilate negative information without suffering increased anxiety and/or depression. (ST)

ED 087 546

PS 007 029

Trabasso, Tom Riley, Christine A. Comparatives, Logical Structures and Encoding in a Transitive Inference Task.

Princeton Univ., N.J. Dept. of Psychology.
Spons Agency—National Inst. of Mental Health
(DHEW), Bethesda, Md.
Rich Det. 32

Pub Date 73

Note—36p.; A paper based on this research was presented at the biennial meeting of the

Society for Research in Child Development (Philadelphia, Pa., March 29-April 1, 1973) EDRS Price MF-50.65 HC-53.29 Descriptors—Behavioral Science Research, *Cog-nitive Processes, *Concept Formation, *Elementary School Students, Feedback, Learning Processes, *Logic, Logical Thinking, *Preschool Children, Training Identifiers—Relational Learning, *Transitive In-

ference Tasks

Four to five-year-old children were asked questions on length involving single or double comparatives in a transitive inference task. The comparatives in a transitive inference task. The number of comparatives varied within or across pairs. The pairs of sticks were color-coded. Initial pair-wise discrimination training on four adjacent pairs from a five stick array with only verbal feedback was followed by tests, without for feedback was followed by tests, without feedback, on all possible pairs. When both comparatives were used, subjects learned adjacent pairs faster and more often reached criterion than when only one comparative term was used in training. In one comparative term was used in training. In testing, subjects were successful on transitive inference tests only when the double-comparative relation was used within pairs during training. Retraining with visual feedback increased the number of subjects solving the inference test only in this condition. The findings are discussed in terms of how many children may use processes other than logical operations to make transitive inferences. (Author/DP)

ED 087 547 PS 007 030

Bernal, Martha E. And Others
Excuses and Cooperation as Possible Measures for Identification of Clinic Dropouts.

Denver Univ., Colo. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [71] Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

**Descriptors—Behavior Problems, Home Visits, *Kindergarten Children, *Measurement Instru-ments, *Mental Health Programs, Mothers, *Parent Participation, *Prevention

**Parent Participation, *Prevention Identifiers - *Program Dropouts This report concerns parents who contact a mental health agency to obtain help for their children and do not cooperate with agency procedures. Some suggestions are made regarding measures for identifying cooperative and uncooperative parents. These suggestions were based on data collected while cooperation of mothers was being solicited during conduct of a secondary prevention project involving the identification of antisocial kindergarten-age boys. A "normal" control group was included. Number of excuses given by mothers predicted their lack of cooperation with the identification procedures, and cooperation with subsequent ones. and cooperation (Author/DP) with subsequent

PS 007 031

Mernal, Martha E. And Others

Cross-Validation of Excuses and Cooperation as
Possible Measures for Identification of Clinic
Dropouts and Continuers.

Denver Univ., Colo.

Spons Agency—National

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md. Pub Date 73

Note-27p.

Journal Cit-American Journal of Community

Psychology, 1974 (in press) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Problems, Home Visits, *Kindergarten Children, *Measurement Instru-ments, *Mental Health Programs, Mothers, *Parent Participation, *Prevention Identifiers-*Program Dropouts

This report deals with parents who either drop This report deals with parents who either drop out or continue to cooperate with procedures for identification of problem children. Some suggestions are made regarding measures for identifying dropouts and continuers in mental health agencies. These suggestions are based on data collected over two years of time while families were being recruited during the conduct of a clinical research project involving the identification of young discipline-problem boys. The results of a preliminary report were combined with results of data collected during the project's second year. Dropping out or cooperative behavior by parents was predicted from early reactions to the project, particularly excuses made in contacts with agency staff. (Author/DP)

ED 087 549 PS 007 035

Rees, Susan C. Doan, Helen McK.
An Evaluation of a Pilot Treatment for Infants and Mothers.

West End Creche, Toronto (Ontario). Pub Date 1721

Note-19p. EDRS Price MF-\$0.65 HC-\$3.29

*Emotionally Disturbed Children, *Infants, *In-tervention, Mental Health, *Parent Attitudes, Parent Child Relationship, *Program Evalua-Experience,

An evaluation attempted to demonstrate the effectiveness of an assessment, treatment, and counseling program for infants and mothers. The counseing program for intants and motiers. The program was based on the importance of early identification and treatment of children's behavior disorders. The project was begun in 1968 at a center for disturbed preschool children. Intervention focused on the whole family. through a team approach including child, mother, caseworker, and therapist. Treatment included group discussions of family management and behavior problems and intensive counseling with mothers on an individual basis. Eighteen motherchild pairs were involved in the program. The evaluation consisted of (1) exploration of mothers' feelings about the program, and (2) an objective test and a clinical observation of each child. The investigation was of a descriptive nature and findings could not be analyzed statistically. (DP)

ED 087 550

PS 007 044

Staub, Ervin
Childrens' Sharing Behavior: Success and Failure,
the "Norm of Deserving" and Reciprocity in the "No Sharing.

Pub Date Mar 73

Note-34p.; An extended version of a paper presented at the biennial meeting of the Society for Research in Child Developm (Philadelphia, Pa., March 29-Apr. 1, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Altruism, *Elementary School Students, Feedback, *Interpersonal Relationship, *Rewards, Self Concept,

Social Behavior

Three studies of children's sharing behavior were designed to discover the effects of success or failure on children's willingness to share material rewards with others. In two studies, age differences in willingness to share were noted. Extensive discussion of the results indicates how a child's self concept might influence a child's sharing. The third study explored the influence of variation in deserving on sharing behavior. Chil-dren who thought they deserved the reward shared less than children who thought they had not earned the reward. (DP)

ED 087 551 PS 007 045

Clifford, Howard Current Trends and Issues in Day Care in

Pub Date [Jun 73]

-32p.; Paper is based on presentation at the Northwest Regional Conference of the Child Welfare League Of America (Edmonton, Canada, June 10-13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Needs, Community Services, *Day Care Programs, *Day Care Services, *Interagency Coordination, *Parent Participation, Personnel Evaluation

Identifiers-*Canada, Family Day Care Major issues concerning day care in Canada are discussed: (1) Infant Care, (2) Family Day Care, (3) Emergency Care, (4) Pluralism, (5) Children's Needs, (6) Community Based Service, (7) Parent Choice, (8) Parent Involvement, and (9) Staff Qualifications or Staff Training. The issues are considered in relation to two day care approaches that are developing in present-day Canada. One approach, the satellite concept, focuses on one day care center which supervises a number of day care homes in the immediate vicinity. The second trend emphasizes the respon sibility of parents in selecting and participating in their own day care service. Because day care is in its early developmental stages in Canada, govern-ment, social workers, industry, women's lib, and education each have their own reasons for promoting it. It was emphasized that in the final analysis the welfare and happiness of children should not be justified in order to augment and advance other segments or institutions in

PS 007 046

Zimmerman, Barry J.
Piaget's Formulations on Cognitive Development:
A Critical Examination in Light of Recent So-

A Critical Examination in Light of Recent So-cial Learning Research.

Pub Date Aug 73

Note—13p.; Paper presented at the Annual Con-vention of the American Psychological Associa-tion (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

Poscriptors "Cognitive Development, Cognitive Processes, "Concept Formation, Developmental Psychology, Developmental Tasks, "Early Childhood, Maturation, Minority Group Children, Social Influences, "Socialization," dren, Social In *Thought Processes

Identifiers-*Piagetian Research Evaluation

This paper is a critical examination of Piaget's formulations on cognitive development based on recent social learning research. It is suggested that learning to conserve does not seem im-mutably dependent on the child's attaining some maturational age-related cognitive stage and that Piaget's theorizations do not sufficiently consider Plaget's theorizations do not sufficiently consider social variables influencing thought. Study findings reported here support the contention that attempts to characterize children's thinking on the basis of any formal logic model which does not consider social factors will not afford optimal prediction of children's conceptual response. (CS)

ED 087 553

Edmunds, Gloria J. Whitehurst, Keturah
The Emergence and Development of Monetary
Concepts in Young Children.
Plub Data 1231 Pub Date [73]

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Behavior Development, *Cognitive Development, *Concept Formation, Economics, *Elementary School Students, Interviews, Learning Processes, Negrocs, *Preschool Children, Socialization, *Socioeconomic Influences

The emergence and development of monetary concepts were investigated in 80 black children ages 2 to 8 years. Three concepts explored were the age at which children (1) can name the denominations of money, (2) become aware of the values of different denominations of money, and (3) become aware of the purchasing power of money. Socioeconomic (SES) differences were also investigated. Results indicated developmental differences about the knowledge of money. Everyday experiences were thought to be important in the development of these concepts. Lower SES children generally identified coins at an early age, while middle class children identified various denominations of paper money earlier. (SBT)

ED 087 554 PS 007 054 Meier, John H.

Educational Programs in Child Development. Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Child Development, *Costs, *Edu-Descriptors—Child Development, "Costs, *Edu-cational Programs, Humanization, *Integrated Activities, *Interdisciplinary Approach, Objec-tives, *Program Development, Program Evalua-tion, Social Status This essay explores many of the theoretical and practical issues involved in the establishment and operation of interdisciplinary educational pro-grams in child development. The discussion does not offer categorical answers, but raises provoca-

grams in child development. The discussion does not offer categorical answers, but raises provocative, complex questions about the qualitative and quantitative aspects of interdisciplinary educational programs. There are some heuristic hypotheses advanced about the importance of matching evolving professional and paraprofessional personalities, and programs for optimum interdisciplinary education. Factors which facilitate or obstruct the growth and development of interdisciplinary educational programs are of interdisciplinary educational programs are discussed, and questions are posed about cost-benefit factors in education and service. Funda-mental clinical research is called for which will

substantiate or dispel with hard data the rather mystical reputation interdisciplinary education now enjoys. (CS)

PS 007 057 ED 087 555

Spaner, Steven D. Jordan, Thomas E.
An Aid-4 Analysis of Maternal Antecedents to
Locus of Control - Internal (LoC-1) at Age 60
Months.

Spons Agency-National Inst. of Education (D-

HEW), Washington, D.C.
Pub Date Aug 73
Note—15p.; Paper presented at the Annual Convention of the American Psychological Associa-tion (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood, *Locus of Con-trol, Mothers, *Multiple Regression Analysis, *Parent Influence, *Predictive Ability (Test-ing), Research Methodology, Sex Differences Identifiers—St. Louis Baby Study

This study reports an attempt to explore within a heterogeneous population the pattern of in-fluence which selected maternal traits exert on internal locus of control at age 5 years. Informa-tion on the relevant variables was retrieved from the computer-based data bank of the St. Louis Baby Study. The maternal traits used for predic-Baby Study. The maternal traits used for prediction included the mother's age, a measure of authoritarianism, race, IQ, level of education, a measure of anxiety, and a measure of the stimulation value of the home. Locus of control scores were available for the 77 children involved. A special multiple regression analysis (Automatic Interaction Detector, AID) was used. A brief discussion of the substantive results is followed by an extended discussion of the AID analysis. (ST)

ED 087 556

Stukat, Karl-Gustav

Sweden - Research Concerning the Development of the Content and Methods of the Pre-School Curriculum.

Pub Date Dec 71

Note—4p.; Paper presented at a Council of Eu-rope symposium, "Research into Preschool Education" (Jyvaskyla, Finland, December 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Curricu-lum Evaluation, *Educational Objectives, Emotional Development, Motor Development, *Preschool Children, *Preschool Curriculum, *Preschool Learning, Readiness (Mental), Social Development Identifiers—Sweden

The purpose of this descriptive summary was to report on a Swedish preschool curriculum evalua-tion project. The study had as its purpose to evaluate the existing preschool program by compar-ing 130 preschool children with 130 home-based children on a number of variables relating to preschool objectives. This evaluation was carried out when the children were in first grade, with a follow-up study done two years later. The home group (the control group) was chosen from among the children on the waiting list for preschool. Matching was performed on the basis of sex, age, father's occupation, living area, and number of siblings. Although results did not clearly indicate whether preschool was a favora-ble experience for all children, certain specific positive gains were evident. An experimental preschool program was designed based on the findings and implications of this evaluation study.

ED 087 557

(CS)

PS 007 067

Stephens, Mark W.

Parent Behavior Antecedents, Cognitive Correlates
and Multidimensionality of Locus of Control in ing Children.

Young Chingrens.
Pub Date Aug 73
Note—12p.; Longer version of a paper presented at the Annual Convention of the American Psychological Association (181st, Montreal, Canada, August 27-31, 1973)
EDRS Price MF-\$0.65 HC-\$3.29
Pagerinter—Behavior Patterns, *Intellectual

Descriptors—Behavior Patterns, *Intellectual Development, *Locus of Control, Mothers, *Parent Child Relationship, Parent Education, *Preschool Children, *Self Concept

A discussion of parent behavior antecedents, cognitive correlates, and the multidimensionality of locus of control in young children includes re-ports of several different experiments. Results in-

dicated that development of internal control expectancies is correlated with cognitive-intellectual development. Maternal behaviors were studied through a structured observation technique. The maternal behavior variable most consistently hated to the child's internal-external control (IE) was "quality of the total relationship". There is fairly conclusive evidence for the efficacy of manipulating IE in early childhood through parent education and consultation programs.

ED 087 558 PS 007 074 PS 007 074
Developing Training Support Systems for Home
Day Care.

Day Care.
Colorado State Dept. of Education, Denver.;
Denver Community Coll., Colo.; Durango
Community Coordinated Child Care (4-C)
Council, Colo.; Mile High Child Care Association, Denver, Colo.

Spons Agency-Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendant Training, Child Care
Occupations, *Day Care Services, *Educational
Programs, *Guidelines, Preschool Curriculum, Program Coordination, *Program Planning, Training Objectives, Working Women Identifiers—Day Care Home Mothers, *Training Support System

Support system

An outgrowth of a 3-year training project for day care home mothers in Colorado, this booklet is designed for people who recognize their community's need for training and support for day care home providers. Suggestions indicate how this model program amy be modified to fit local needs and available resources. The major portion of this booklet is devoted to practical guidelines for the planning and implementation of a Train-ing Support System for Day Care Home Mothers. Included are a course outline and information on relevant readings, films, and hand-out materials. (CS)

ED 087 559

PS 007 084

Collins, W. Andrew Berndt, Thomas J.
Social Inferences and Social Behavior: Developmental Aspects of the Relationship Between Thought and Action. Pub Date 29 Aug 73

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 29, 1973) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-53.29
Descriptors—Adolescents, *Age Differences,
*Behavior Development, *Cognitive Processes,
Elementary School Students, Learning
Processes, Moral Development, *Observational
Learning, *Social Behavior, Socialization
Identifiers—*Social Inferences

This report reviews evidence concerned with age-related aspects of social perception processes and their effects on overt behavior. Focus is on the variability among children in comprehension and evaluation of action, motives, and consequences of modeled behavior. Findings in and condicated that comprehension of acts in terms of motives and correctness of evaluations both increase with age. Behavioral differences appear to be related to these kinds of age differences in comprehension and evaluation. In a study, third graders who watched an aggressive television show with separations (commercials) were more aggressive than third graders who watched without interruptions, but this difference did not without interruptions, but this difference did not hold for older age groups. Finally, possible effects of age-related changes in the bases for evaluating social acts in general (i.e., Piaget's moral development paradigm) are discussed. Preliminary data concerning these questions are presented. All of the research is discussed and interpreted in reference to Bandura's cognitive mediator concept. (DP)

ED 087 560 PS 007 098 Kindergarten Education in Kentucky. Kentucky State Dept. of Education, Frankfort.

Pub Date Oct 72 Note—140p.; Trends and description of status EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education Programs, Educational Finance, Enrollment, *Kindergar-ten, Personnel Evaluation, Preschool Educaten, Personnel Evaluation, Private Schools, *Program Development, State Federal Aid, *State Surveys, *Statewide Planning Identifiers-*Project Head Start Development Program

A review of kindergarten programs (state, private, parochial and federally assisted) is set forth in four sections: (1) kindergarten programs in Kentucky public graded schools, (2) non-dis-trict public, private and parochial graded schools. trict public, private and parochial graded schools, (3) kindergarten and nursery school enrollment in private pre-school centers, and (4) federally-supported Project Head Start programs for the disadvantaged. The purpose of this report is (1) to provide a comprehensive survey of the existing programs of pre-primary education as a benchmark for future development, (2) to recog-nize the dedicated effort of public schools and private sector to meet the challenging needs of the pre-school age child with local funds and whatever categorical aid is available, and (3) to encourage study by state and local agencies of the potential role of kindergartens in helping to reverse the high incidence of negative trends as experessed by delayed entrance, grade retention, dropout rate, and future career retraining. Documentary tables are shown in Appendixes A-E. (Author/CS)

ED 087 561 Hanf, Constance PS 007 101

PS 007 112

Modifying Problem Behaviors in Mother-Child Interaction: The Standardized Laboratory Situa-

Oregon Univ., Portland. Medical School.

Oregon Onto, Fortain, medical school.

Pub Date [68]

Note—23p.; Filmed from best available copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Reservers.

Research. *Behavior Change, Behavior Patterns, Change Agents, "Environmental Influences, Measure-ment, "Parent Child Relationship, "Parent Education, Reinforcement Control of environments in which problem

behaviors in mother-child interactions take place appears necessary if reliable measurement of those behaviors is to result. Investigation of situational variables should advance the behavior modification technology in general. One methodological approach towards such control is presented. It focuses on definition of those spatial presented. It locuses on detention of those spatial and logistical properties common to the daily environments in which problem behaviors occur. Standardized laboratory situations were derived from mothers' reports of difficulties in managing their children, from study of the environments in which the difficulties typically took place, and from study of the behavior modification results of a pilot project involving 8 mother-child pairs. After the pilot study, 10 additional mother-child pairs were placed in standardized environments as an integral part of their modification program. Both the development and present uses of these laboratory analogs of problem-producing environ-ments in daily life are presented with data show-ing their potential contribution to applied and conceptual efforts in understanding parent-child interaction. (Author/DP)

ED 087 562

Wachs, Theodore D.

Utilization of a Piagetian Approach in the Investigation of Early Experience Effects: A Research Strategy and Some Illustrative Data. Purdue Univ., Lafayette, Ind. Dept. of Psycholog-

ical Sciences. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda,

Pub Date Aug 73 Note—33p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29 EDRS Price MF-30.65 HC-53.29
Descriptors—*Cognitive Development, *Early
Experience, *Infants, Intellectual Development,
*Literature Reviews, *Measurement, Observation, Research Methodology, Research Needs

Identifiers-Purdue Home Stimulation Scale, Uzgiris Hunt Infant Scales
Following a review of research on the effects of

early experience upon subsequent cognitive and intellectual development, an alternative Piagetian-based strategy for the study and evaluation of these concerns is presented. Using this paradigm, infants were observed naturalistically for one year. The observations were coded according to the four categories of the Purdue Home Stimulation Scale. Infants were also tested on the Uz-giris-Hunt Infant scales. Results of correlations

tween these two instruments are presented and

scussed, although data analyses are preliminary.

ED 087 563 Lee, Lee C. Durfee, Joan T.

Infant-Infant Interaction in a Daycare Setting

Pub Date Aug 73
Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)
EDRS Price MF-50.65 HC-53.29
Descriptors, Aug. Differences. Rehavior

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Age Differences, Behavior Development, *Individual Differences, *Infants, *Interaction Process Analysis, Measurement, *Observation, Peer Relationship, *Social Behavior Identifiers—*Infant Infant Contact Code

The Infant-Infant Contact Code, developed to observe the social behavior in infants, is described. Results from using this scale with nine infants under nine months indicated that contacts between infants are complex in nature, that there are developmental changes in models of enare developmental changes in models of en-counter, and that babies take different roles in relation to the contact. Differences between baby-adult and baby-baby interactions were noted. In baby-baby interactions, both social and non-social behaviors were present. With adults, the behaviors were social. It was suggested that the study of peer interactions during the first year of life may provide additional information about of life may provide additional information about the development of social interaction. (SBT)

Singer, Bernard

The Effects of Structured Instruction on Kindergarten Pupils. Final Report.

Office of Education (DHEW), Washington, D.C.

Research and Development Centers Branch. Bureau No-BR-1-B-095

Pub Date May 73 Grant-OEG-2-71-0095

Note—124p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Covariance, *Curricu-lum Evaluation, Grade 1, Intellectual Development, *Kindergarten, Language Development, Longitudinal Studies, Measurement Instru-ments, Middle Class, *Programed Instruction, *Reading Instruction, Research Design, Sex Differences, Teacher Attitudes, *Teaching Methods

Identifiers—*Direct Verbal Instruction, Distar

The purpose of this study was to investigate the effects of a sequenced, highly-structured direct instruction program in language and reading skills on the intellectual growth, academic achieve-ment, and school adjustment of 303 middle class kindergarten children. Children were assigned to one of four treatment groups: a "direct verbal" instruction language program, a "direct verbal" instruction reading program, a programmed reading program and the traditional kindergarten prohich served as a control group. Results indicated that children in the experimental groups performed better on most intellectual and achievement measures at the end of kindergarten. Reading gains remained at the end of first grade. There were significant differences at the end of first grade in school adjustment favoring the expermental groups. Structured instruction can apparently be used successfully in kindergarten.

ED 087 565

PS 007 125

Correlates and Implications of Self-Regulatory Behaviors. Disadvantaged Children and Their First School Experiences. ETS-Head Start Lon-

rivis School Experiences. E1S-fread start Lon-gitudinal Study. Educational Testing Service, Princeton, N.J. Spons Agency—Child Development Services Bu-reau (DHEW/OCD), Washington, D.C. Project

Headstart. Report No-ETS-PR-73-42

Pub Date Sep 73

Note—95p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.27 Descriptors.—*Age Differences, Behavior Development, *Disadvantaged Youth, Environ-mental Influences, Family Environment, *Lon-gitudinal Studies, *Preschool Children, *Self Control, Social Behavior

Head Start, Matching Familiar Figures, Motor Inhibition Test

The purpose of the present report was to ex-plore the effects of certain experimental variables

on the development and integration of self-regulatory behaviors. A second purpose was to examine the relations between these behaviors and other non-test based sources of information on the child's behavior and environment during the preschool years. Finally, further evidence was sought as to the nature of developmental stability and change in self-regulation during this period. Four distinct series of analyses were undertaken. One considered the relation between preschool attendance and the levels and intercorrelations of self-regulatory behaviors. A second series focused on the relation between self-regulatory behaviors and information on the child's home environment; detailed information was collected from in-terviews with the children's mothers. In the third analysis, children's personal-social behaviors during free play in the preschool were examined for possible relations to self-regulatory behaviors. The final series provided another way of studying consistencies and discontinuities in children's performance on a certain measure over successive years of development. (Author/MS)

ED 087 566

PS 007 128

Caplan, Paula J. Sex Differences in Determinants of Antisocial Behavior.

Pub Date Aug 73
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Aggres-sion, Antisocial Behavior, Classroom Observa-Aggrestion Techniques, *Elementary School Students, Moral Development, *Motivation, Reactive Behavior, *Sex Differences, *Social Behavior, *Social Reinforcement

Sex differences in antisocial behavior in 20 elementary school children were explored by using two constructs: need for achievement and need for social approval. It was hypothesized that sex differences would appear only under certain conditions. For boys, more antisocial behavior would occur when the need for achievement was frus-trated, while for girls, frustration of the need for social approval would produce more antisocial behavior. Results were interpreted in terms of sex stereotypes and their subsequent effects on boys and on girls. (SBT)

ED 087 567

Tronick, Edward Greenfield, Patricia Marks Infant Curriculum: The Bromley-Heath Guide to the Care of Infants in Groups.

Pub Date 73

Note-179n

Available from-Media Projects, Inc., 159 West

Available from—Media Projects, Inc., 159 West
53 Street, New York, NY 10019 (\$9.95)
Document Not Available from EDRS.
Descriptors—*Child Psychology, Cognitive
Development, *Curriculum Development,
Decision Making, Developmental Psychology,
Individualized Instruction, Infant Behavior, *Inhands and the control of the control

This curriculum was designed as a learning sequence for the adults in charge of a group care center for infants. For example, the sequence of the steps in the child's motor development (e.g., reaching) are described, and some activities and aterials appropriate to each step are suggested. Other areas for developmental sequences and ac-tivities included in the manual are: languages, looking, object permanence, and feeding. New sequenced activities about water play, sand play, and shapes have been developed and these are also included in the curriculum. The Curriculum is discussed under chapter headings: (1) Social and Cognitive Development; (2) Points in Decision Making; (3) The Organization of Group Care: Planning for Individual Teaching and In-dividual Differences; (4) Parents and Teachers; (5) Teaching, Learning, and Materials; and (6) Sequences of Development. An appendix contains sequences of behavioral development and suggests adult-child activities during each sequence. (DP) ED 087 568

PS 007 138

Winsor, Charlotte, Ed.

Experimental Schools Revisited: Bulletins of the Bureau of Educational Experiments.

Pub Date Aug 73

Note-355p.
Available from—Agathon Press, Inc., 150 Fifth
Avenue, New York, NY 10011 (\$7.95)
Document Not Available from EDRS.
Descriptors—*Early Childhood Education, *Experimental Schools, *History, Learning, *Observation, Play, *Research

This book reproduces accounts of some of the early experimental child-centered schools. Also included is an essay on the relationship between play and learning written in the early 1900's. Early efforts at observing and recording the behavior of young children are reported. It is sug-gested that this book may help contemporary educators understand the beginnings of the infor-mal school movement. (SBT)

ED 087 569

Stanley, Julian C., Ed. Compensatory Education for Children Ages Two to Eight: Recent Studies of Educational Inter-

Pub Date 73

Note-212p.; Proceedings of the Second Annual Hyman Blumberg Symposium on Research in Early Childhood Education

Available from—The Johns Hopkins Press, Bal-timore, MD 21218 (\$10.00, cloth; \$2.95, paper)

Document Not Available from EDRS.

Descriptors—*Compensatory Education, *Early
Childhood Education, Educational Television, *Evaluation, Intervention, *Longitudinal Studies, *Research

This volume of recent studies in educational intervention includes articles by noted researchers reporting on research on Sesame Street, early intervention programs, research on planned variation in Head Start and Follow Through, evalua-tion of research in compensatory education for handicapped and low income children, an introduction to the ETS-Head Start Longitudinal Study, and a critique of evaluation in compensa-tory education. An introduction and critique of the papers is provided by the editor. (SBT)

ED 087 570

Steinfels, Margaret O'Brien
Who's Minding the Children? The History and
Politics of Day Care in America.

Pub Date 73

Available from—Simon and Schuster, Rockfeller Center, 630 Fifth Avenue, New York, NY 10020 (\$8.95)

10020 (88.95)
Document Not Available from EDRS.
Descriptors—Administrative Policy, Child Care,
*Day Care Services, Educational Legislation,
Educational Policy, *Guidelines, *History,
Mother Attitudes, Parent Role, *Policy Formation, *Political Power, Socialization,*

tion, *Political Power, Socialization
Recounts the history, describes the present,
and puts forward the crucial political and educational questions whose resolution will determine the future of day care in America. Suggested guidelines include a child-centered, parent-controlled, quality (educative) child-care service. (CS)

ED 087 571

PS 007 165

Livesley, W. J. Bromley, D. B. Person Perception in Childhood and Adolescence. Pub Date 73 Note-320p.

Available from—John Wiley & Sons, Inc., 605
Third Avenue, New York, NY 10016 (\$16.00)
Document Not Available from EDRS.

Descriptors—Adolescents, Age Differences, Elementary School Students, Intelligence, *Literature Reviews, *Perception, *Research

mentary School Students, Intelligence, *Literature Reviews, *Perception, *Research
Methodology, *Role Perception, Self Concept,
Sex Differences, Social Behavior, Social
Development, *Socialization
The development of person perception or understanding of self and others is the theme of this
psychology textbook. An extensive review of
research on impression formation is followed by a
thorough description of a study of person percepthorough description of a study of person percep-tion in children. Variables such as age, sex, and intelligence are studied in terms of their relation-ship to the developing perceptions. (SBT)

ED 087 572

Di Leo, Joseph H. Children's Drawings as Diagnostic Aids

Pub Date 73 Note-227p.

PS 007 172

Note-227p.
Available from—Brunner/Mazel, Inc., 64 University Place, New York, NY 10003 (\$12.50)
Document Not Available from EDRS.
Descriptors—*Art Expression, Developmental Psychology, *Educational Diagnosis, Emotional Development, Family Relationship, "Han-dicapped Children, "Learning Disabilities, Neu-rologically Handicapped, "Psychiatry This volume is devoted to a study of deviations

This volume is devoted to a study of deviations from the usual sequences in drawing behavior as an aid to diagnosis of the young child who may have emotional and learning problems. The book is divided into four parts: an overview, family drawings, handicapped children's drawings, and the value of drawings in early detection of learning disabilities. (CS)

RC

ED 087 573 RC 003 590

Meriam, Lewis, Comp. And Others
The Problem of Indian Administration. Report of
a Survey Made at the Request of Honorable Hu-

bert Work, Secretary of the Interior, and Sub mitted to Him, February 21, 1928. Brookings Institution, Washington, D.C. Spons Agency—Department of the Interior, Washington, D.C.

Pub Date 28 Note-891p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—*Administrative Policy, Administra-tive Problems, *American Indians, Education, *Federal Programs, *Government Role, Health, Income, *Investigations, Legal Problems, Migrants, Reservations (Indian), Socioeconomic Background, Treaties, Tribes Identifiers—*Meriam Report

The report, generally known as the Meriam Report, is a survey of the economic and social conditions of the American Indians during the 1920's. Data was collected by field work for approximately 7 months. One or more members of the investigating staff visited 95 different jurisdictions, either reservations, Indian agencies, hospitals, or schools and also communities where Indians have migrated. Practically all western states with any considerable Indian population were included in the field work. Because of the diversity and complexity of Indian affairs this document is necessarily voluminous. The detailed report contains the following sections: (1) a general policy for Indian Affairs, (2) health, (3) education, (4) general economic conditions, (5) family and community life and the activities of the Indian problem, and (8) missionary activities among Indians. Findings and recommendations are listed in detail in the front of this report. Findings cover such areas as health, living conditions, the causes of poverty, and the work of the government in behalf of the Indians. Recommen-dations include adequate statistics and records, better living and working conditions, and improving general economic conditions. (FF)

ED 087 574 RC 007 610

Tonigan, Richard E., Comp And Others

11 Programs for Strengthening Navajo Education.

Navajo Tribe Education Committee, Window Rock, Ariz.

Note—78p.; Related document is ED076296 Available from—Navajo Division of Education, The Navajo Tribe, Window Rock, Ariz. 87112

(\$6.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Board of Education Policy, *Community Control, Comprehensive Programs, Educational Innovation, *Educational Needs, *Educational Objectives, Federal Programs, *Program Descriptions, Reservations (Indian), Schools, Televised In-

Identifiers-*Navajos

This monograph describes each of the 11 programs of the Navajo tribe's comprehensive educational plan. It is the Navajo Division of Education's (NDOE) belief that all of these programs

will have to be conducted on the Navajo Nation for many years to come; they believe these edu-cational programs are the solution for eradication, or at least substantial reduction, of many of the unfavorable educational conditions which the unravorable educational conditions which have long plagued the Reservation. After the Tribal Council has approved the comprehensive educational plan, the designing, planning, implementing and continuous updating of the plan will consume most of the time, funds, and efforts of NOOF. NDOE. The 11 programs contained in the plan vary considerably in scope and in nature, covering broad ranges of educational activities com monly conducted in most states. Describing these 11 programs, the document also gives their cur rently identifiable sub-components. Examples of the 11 programs are: (1) establishing and operating the Navajo Tribal Education Agency; (2) as-sessing the educational needs of the Navajos; (3) providing technical assistance to schools, colleges, and communities; (4) increasing the sponsorship and improving the coordination of federally funded educational activities; (5) developing Navajo educational policies and nes; and (6) providing training for Navajo school boards. The conclusion of the document is a speech given by Peter MacDonald, Tribal Chairman, on strengthening Navajo education.

RC 007 612 Bull, Carol Jean

Bull, Carol Jean Relationship of Educational Congruence to the Oc-cupational Attainment Process and Subsequent Satisfaction: A Longitudinal Study. Pub Date 72

Note-107p.; Master's Thesis, Iowa State University, Ames, Iowa Available from-Inter-Library Loan, Iowa State

University, Ames, Iowa EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Academic Aspiration, Adult Characteristics, *Congruence, Educational Accountability, *Educaguence, Educational Accountability, *Educational Experience, *Employment Experience,
Higher Education, Masters Theses, Motivation,
Need Gratification, Occupational Aspiration,
Opportunities, Relationship, *Rural Schools,
*Socioeconomic Background
Identifiers—*lowa

The specific objectives of this study were to examine: (1) social background factors which may be related to educational congruence; (2) the relationship between educational congruence and occupational congruence; (3) educational and occupational congruence as it related to occupa-tional satisfaction; and (4) educational and occupational congruence as it related to educational satisfaction. Data were obtained from a longitudinal study of of 143 high school seniors from 8 tural high schools in Hamilton County and Story City, Iowa. The present thesis utilized data from an original study completed in 1948 and a follow-up study in 1967. Past research in occupational career decision-making was utilized to formulate a theoretical approach to examine the relation-ship between educational congruence and social background factors; the extent to which educational congruence functions in the service of octonal congruence functions in the service of oc-cupational congruence; and the relationship of educational congruence to occupational con-gruence as it affects far-reaching outcomes of educational and occupational satisfaction. Two generalizations about education's relationship to occupation were tentatively submitted: (1) society has placed too much faith in the specific contribution of formal education to occupational competence; and (2) post high school education has not made the knowledge it imparts useful to students who seek both occupational and personal satisfaction. (KM)

ED 087 576 RC 007 633 Larson, Elston F

Orienteering in Camping. Pub Date [74]

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price Mr. 93.65 HC-\$3.29
Descriptors—*Camping, Curriculum Guides,
*Educational Games, Elementary School Curriculum, *Instructional Materials, Instructional
Programs, Map Skills, *Outdoor Education,
*Program Descriptions, Program Development,
Recreational Activities, Teacher Education Recreational Activities, Curriculum, Visual Aids

One of the recent developments in camping is orienteering", a program using a map and com-

pass. Orienteering can be dovetailed into an overall camping program and used to "point up" the entire program, or it can be confined to a single simple game. The arrangement depends on the situation. The minimum age of the participants should be about 9 or 10. The ideal size group to instruct at one time is 20. The following program suggestions are based on an arrangement that has been used under a variety of conditions: divide program into 3 main parts--(1) preliminary instruction to teach the simple use of a compass; (2) compass games; and (3) pointing up the general program--that is, a compass hike combin-ing various outdoor skills into a unified adven-There are no real limitations regarding the area to be used. A small back yard or even in-door rooms are usable. Instructions are also given for how to teach the Silva Compass, how to measure distance with a compass and how to organize

Larson, Elston F.

RC 007 634

Elementary Map and Compass Instruction. Pub Date [74]

Note—15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, *Curriculum Guides, Educational Games, Instructional Materials, *Instructional Programs, *Outdoor Education.
Program Descriptions, *Recreational Activities, *Teacher Education Curriculum, Visual Aids

The purpose of this booklet is to help teachers, scoutmasters, and other group leaders give elementary map and compass instructions in a manner that is both simple and fun. It is intended to be a guide for a training course on this subject. Much of the text is taken directly from an actual training course and is written in the manner of a teacher talking to his students. The teacher, therefore, can give a part of his presentation by reading directly from this guide. Necessary materials and a setup of the instruction area are given. The instructor's presentation includes: The Map; The Compass; Directions; Orienting a Compass; Measurement; Competitive Compass Game; Combining Use of Map, Compass and Measure-ments; Method of Getting the Compass Degree Reading from the Map; and Practice Course Using Map and Compass. (FF/KM)

ED 087 578 RC 007 635

Picou, J. Steven Curry, Evans W.

Interscholastic Athletic Participation and the Formation of Educational Goals: A Rural-Urban Comparison.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station. Spons Agency—Department of Agriculture, Washington, D.C. Report No—CSRS-RRP-S-81; TAES-H-2811;

USDA-S-61 Pub Date Feb 74

Note-14p.; Paper presented at the Rural Sociology Section, Southern Association of Agricultural Scientists, Memphis, February 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Academic Aspiration, Academic Performance, "Anglo Americans, "Athletes, "Comparative Analysis, High School Students, Males, Parent Influence, Relationship, "Rural Youth, Statistical Data, Urban Youth, Values Identifiers—"Louisiana

One of the most consistent empirical findings in the increasing research on the sociology of sport revealed that white urban male high scho athletes manifest higher-level educational orienta-tions than their non-athlete counterparts. This study expanded this empirical literature by as-sessing the nature of the athletic participation and educational aspiration relationship for a sam-ple of rural, white male athletes in the deep ple of rural, white male athletes in the deep South (Louisiana). Group interviews were con-ducted at 24 high schools, resulting in a final sample of 3,245 youths. Complete data on all variables included in this study were secured for 884 white males. The findings suggested that participation in interscholastic high school athletics is moderately related to level of educational is moderately related to level of educational aspiration for both rural and urban youths. The results from a series of partial correlations sugested that a substantial portion of the original educational aspiration-athletic participation relationship was due to the influence of parents' education and students' academic performance. Additional regression and covariance analyses

revealed that athletic participation had relatively the weakest effects of all predictor variables within each residence entegory and that this rather weak effect was emparable for each re-sidence category. Statistical tables were also presented. (FF)

RC 007 636 ED 087 579

Choo, Keng Kun Residential Status Projections and Migration Per-formances of Selected Rural Youth in Louisiana. Pub Date May 73

Note—222p.; Master's Thesis, Louisiana State University and Agricultural and Mechanical College, Baton Rouge EDRS Price MF-30.65 HC-\$9.87

Descriptors-*Aspiration, Caucasians, Compara-tive Analysis, Cultural Background, Females, High School Students, Males, Masters Theses, *Migration Patterns, Negroes, Population Trends, Residence Requirements, *Residential Patterns, *Rural Youth, Social Status, *Urban Immigration Identifiers—*Louisiana

Identifiers—"Louisnana

The study analyzed the race and sex differences in the residential status projections
(aspirations and expectations), strength of residential goal deflection and migration performance (incidence, range and community of
destination type) of a selected panel of seniors from 20 Louisiana high schools in 1968, with a follow-up in 1972. These schools vere located in 13 randomly selected rural parishes (counties) in the state. The sample of 544 youths interviewed in 1968 consisted of 88 black males, 126 black females, 171 white males, and 159 white females. Findings showed that the majority of these rural youths aspired and expected to live in residential areas and did not anticipate residential goal deflection in 1968. By 1972, over 61% of them had migrated from their home communities, mostly to urban destinations. Significant race and mostly to urban destinations. Significant race and sex differences were found in the residential status projections, although only race differences were statistically significant in migration performances. Proportionately more blacks than whites, and more females than males, aspired as well as expected to live in the cities. The study concluded that residential aspirations, expectations and strength of goal deflection of rural youths at the time of high school graduation were generally poor/weak indicators of future geographic mobility patterns and residential status attainment. (KM)

RC 007 637

Curry, Evans Wayne
A Theoretical Model of Anticipatory Success: An Pub Date [73]

Note-162p.; Ph.D. Dissertation, Louisiana State University and Agricultural and Mechanical College, Baton Rouge EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—"Academic Achievement, Caucasians, Doctoral Theses, Females, High School Students, Males, "Motivation, Need Gratification, Negroes, "Occupational Aspiration, Parochial Schools, Public Schools, Rural Schools, "Socioeconomic Background, Urban Schools, "Work Life Expectancy -*Louisiana

The study reconceptualized the construct anticipatory goal deflection and recast it as anticipatory success. Previous theoretical and empirical work was reviewed and a recursive model developed based on 8 hypotheses involving ag-gregate measures of socioeconomic origin index as an exogenous variable, achievement motivation, and anticipatory occupational success as the ultimate dependent variable. The conceptual model was empirically tested using a sample of black and white, male and female high school seniors from Louisiana in the winter of 1969 (1,070 white females, 332 black females, 1,087 white males, and 226 black males). Stratification was imposed by school size (large-small), school type (public-parcehial), residential location (ra-al-urban), and race (black-white). Analysis results indicated the hypothesis critical to the model was expensely expensely for the notal company of the compa results indicated the hypothesis critical to the model was generally supported for the total sample, race, sex and race by sex subsamples. A notable exception to this was the finding that socioeconomic origins do not predict achievement motivation. The findings suggested that concept anticipatory success and the models were sufficiently promising to warrant further research but conclusions as to the validity and generalizability of either must be held in abeyance pending future research. (Author/KM)

ED 087 581 Kleinfeld, Judith RC 007 638

Kleinjeld, Judith
A Long Way From Home: Effects of Public High
Schools on Village Children Away From Home.
Alaska Univ., Fairbanks Center for Northern
Educational Research; Alaska Univ., Fairbanks, Inst. of Social, Economic, and Govern-

ment Research.
Report No—ISEGR-38
Pub Date 73

Note-234p

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *American Indians, Boarding Homes, *Boarding Schools, Indians, Boarding Homes, *Boarding Schools, Culture Conflict, Dropouts, Educational Economics, Educational Research, Emotional Problems, *Eskimos, Family School Relation-ship, *High School Students, Public Schools, Rural Education, *School Environment, Social Environment, Social Problems, Success Fac-tors, Teaching Conditions, Urban Education Identifiers—*Alaska

This study examined the costs and benefits of

This study examined the costs and benefits of alternative high school programs for Alaskan vilalternative night school programs for Anskall vil-lage children. It attempted to determine what ac-tually happens to village adolescents in different high school programs, why it happens, and what, if anything, can be done about it. Research methods studied the effects of 3 types of high school programs on 105 village freshmen who en-tered the programs over their freshmen and sophomore high school years. A follow-up study was also done on the 175 students who graduated from these programs from 1970-72. The programs studied were: rural boarding home (Bethel), boarding school (Beltz), and urban boarding home (Anchorage). It was found that boarding home (Anchorage). It was found that these programs created serious social and emo-tional problems among village students without teaching them the skills necessary to succeed as adults. The majority of the students either dropped out of school or else transferred from school to school. The educational benefits of a large high school with a variety of courses and specialized teachers did not materialize for most specialized teachers did not materialize for most village students. Policy recommendations were: (1) high school programs should be established in home villages; (2) boarding home and dormitory programs should be closed in those towns with high levels of social problems; (3) public board-ing schools should be closed; (4) the urban boarding home program should remain open to those village students whose educational needs cannot be met in a village school; and (5) the State Department of Education should establish a village high school development program. (FF)

ED 087 582 24 RC 007 639 Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-6-2469

Pub Date Feb 74

Contract—OEC-1-6-062469-1574(10)
Note—136p.; Related documents are ED037285, ED055702, ED073903

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Tex. 78702 (Stock No. #C-007; \$5.00) EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliogra-phies, Camping, *Conservation Education, Ecology, *Environmental Education, Instruc-tional Materials, *Natural Resources, *Outdoor

Education, Recreational Activities, Recreational Facilities, Science Activities, Trails The 4th in a series of bibliographies on outdoor education, this document lists approximately 84 documents and 60 journal articles. Part I contains citations and abstracts which appeared in "Research in Education" from 1964 to 1973. Research in Education from 1964 to 1973. Part II lists journal citations and annotations listed in the "Current Index to Journals in Educa-tion" from Fall/Winter 1971 to June 1973. In ad-dition to outdoor education, the document also contains references for conservation, recreation, science, ecology, and natural resources. Types of materials include research reports, program descriptions, instructional materials, and teaching guides. A subject index is given at the end of the publication. (KM)

ED 087 583

RC 007 640

Taylor, Theodore W

The States and Their Indian Citizens.

Brookings Institution, Washington, D.C.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Note—323p. Available from—Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-0024; \$2.80) EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Activism, *American Indians, Attitudes, Cultural Background, *Federal Government, Federal State Relationship, *Government Role, History, Laws, Legal Responsibility, *Local Government, Philosophy, Reservations (Indian), Self Concept, Social Relations, *State Government, Treaties, Tribes

This study is about the American Indians who welcomed the colonists to the New World and the relationship of their descendants with the non-Indian society around them. Although much has been written about the Indians and the Federal Government, there has been limited at-Federal Government, there has been limited at-tention given to the relationship of the Indian with local and State governments. The document attempts to remedy this by giving special atten-tion to Indian, local, and State governmental rela-tionships as well as the role of Federal Government. All of the States were canvassed to obtain their statutes, executive orders, and special or-ganizational arrangements for their Indian citizens. Also, a questionnaire was circulated to obtain the attitudes of tribal chairmen towards obtain the attitudes of trobal chairmen towards services from the local, State, and Federal Government. The book raises questions and issues, and offers alternatives and recommendations which should be discussed and evaluted by future leaders, especially in terms of the relationship of the Indian and his government to non-Indian society. The book may be of interest to Indian leaders; local, State, and Federal executive and legislative officials; and students of federal-ism in general. The 15 Appendices, which comprise over 1/2 of the book, include such things as demographic tables, tribal lists, and a summary of in messages of Presidents Johnson and Nixon. (FF)

ED 087 584 RC 007 641 ols of Guadalupe... A Legacy of Educa-

tional Oppression. alifornia State Advisory Committee to the United States Commission on Civil Rights. California Pub Date Apr 73

Note—109p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anglo Americans, Attitudes, Bicul-turalism, Bilingualism, *Civil Rights, Discipline, Discriminatory Attitudes (Social), *Educational Discrimination, Educationally Disadvantaged, Beducational Practice, Educational Quality, In-structional Staff, *Investigations, Legal Problems, *Mexican Americans, Negative Reinforcement, Parent Participation, Punishment, School Community Relationship, Social

Identifiers-*California

The document reported an investigation into the Guadalupe Union School District in the spring 1972 by the California State Advisory Committee (U.S. Commission on Civil Rights). Complaints prompting the investigation dealt with (1) poor quality education not geared to meet the needs of Mexican American child, (2) failure to hire bilingual bicultural Mexican American staff, (3) corporal punishment, (4) failure to involve Mexican American parents in the school, and (5) harassment of individuals who complained about the school system. At the May 20 ublic open meeting, 28 persons testified, such as the superintendent, school principals, parents, former students, and attorneys. The Advisory Committee identified 4 issues of paramount concern-general educational practices, staffing practices, corporal punishment, and patterns of reprisal. The 4 issues were analyzed and 6 recommendations were presented; i.e., that the U.S. Office of Education initiate a review of the district's educational practices as they relate to Mexican Americans, and that the U.S. Department of Justice investigate and act upon apparent civil

rights violations in this district. The appendices presented relevant statistics and correspondence.

(FF/KM)

ED 087 585 RC 007 642 Wheelock, Warren H. And Others Suggested Resource Units in Migrant Child Edu-

cation.
Arizona State Univ., Tempe. Bureau of Educa-tional Research and Services.
Spons Agency—Arizona State Dept. of Public In-struction, Phoenix. Div. of Migrant Child Edu-

Note—92p.; Developed during the Fourth Annual Migrant Teacher Institute, 1973 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, Cultural Background, *Curriculum Guides, *Educa-tional Resources, Elementary Grades, Fables, Instructional Aids, Instructional Design, Inter-mediate Grades, Japanese, Junior High mediate Grades, Japanese, Junior High Schools, *Learning Activities, *Migrant Child Education, Oral Expression, Reading Instruc-tion, Sensory Experience, *Unit Plan

The 6 resource units in the report are offered as instructional aids to teachers who work with migrant children. They are one of the key ele-ments in the 1973 Migrant Teacher Institute's recommendations related to Individualizing In-struction in both reading and oral language. The units are organized for: (1) goals, (2) objectives, (3) motivation, (4) committee and group work, (5) evaluation, and (6) concluding activity. The (5) evaluation, and (6) concluding activity. Intermitiant for students from kindergarten through junior high, covering: Self Awareness Through the Five Senses (kindergarten); Fun with Fairy Tales, Arizona Desert Life, and Heritage: An Awareness of Peoples (primary); Japan (intermediate); and Africa, Land of Contrast (junior high) the temperature of the property and the scale of the property and high). A teacher's guide is also given. (FF)

ED 087 586 Ross, Peggy J.

Research Evaluation and Social Demonstration
Programs: The Case of the Food and Nutrition Program for the Aged. Pub Date Feb 74

RC 007 643

Note—12p.; Paper presented at the annual meet-ing of the Southern Association of Agricultural Scientists, Memphis, Tenn., February 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Programs (Community), *Demonstration Programs, Food Service Occupations, Food Standards, Health, *Negroes, *Nutrition Instruction, *Older Adults, Program Evaluation, Research, *Rural Population, Social Action, Social Welfare, Tables (Data),

cial Action, Social Welfare, Tables (Data), Volunteers
The Food and Nutrition Program for Aged (FNPA) was established as I of 30 research and demonstration programs funded through the provisions of the "Older Americans Act" to promote improved nutrition among aged groups. In the first 3-year phase, the program concentrated on the delivery of nutritional services, and trated on the delivery of nutritional services, and the development and demonstration of an educational program for good nutrition. In its last year, the main concern of FNPA was to expand its prothe man concern of FNPA was to expand its program of nutritional education to a larger segment of the target population through the use of Community Nutrition Aides (CNA), who were members of the target group. This paper, reflecting evaluation research of an FNPA program aimed at a more library contained. (1) at a rural Black aged population, contained: (1) a brief description of the program; (2) a review of research procedures; and (3) a synthesized presentation of major outcomes. The 20 unpaid Aides were evaluted for knowledge of program purpose and goals, nature of home visits to clients, nutritional related factors, and supportive services. The evaluation presented evidence that the program had a keen effect on the lives and general well-being of the Aides. The greatest the program had a seem that the program had a seem as general well-being of the Aides. The greatest benefit of the program might be the reciprocal rewards of the relationships established between the Aides and their clients. The 3 implications for social action programs covered such things as methodologies, program effectiveness, and evaluation procedures. (KM)

RC 007 644

ED 087 587 RC 007 644

Tyner, Fred H. Rural Development Research Under Scrutiny. Pub Date 6 Feb 74

Note—22p.; Paper presented at Southern Agricultural Economics Association annual meeting, Memphis, Tenn., February 3-6, 1974.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, Agriculture, Community Development, Concept Formation, Design, *Economic Development, Financial Support, Literature Reviews, 'Needs, Objectives, 'Research Methodology, 'Research Problems, *Rural Development

Evaluating current rural development research, the paper covers 6 major areas: (1) the nature and purpose of research; (2) circumstances reto rural development that require careful attention; (3) observations on rural development disorganization" as an "outsider" might view the situation; (4) an opinion about the focus rural development research should take; (5) constructive suggestions as to why needs in rural develop-ment research are not being met; and (6) a suggested approach for rural development research.

One of the major caps in rural development One of the major gaps in rural development research seems to be the lack of problem definition. The current numerous agencies, research documents, and researchers involved in the rural development effort are too complex to allow for an organized approach. If the rural development effort is to produce the desired results, the economist's approach, which appeals for a study of the resources of the rural community to analyze the alternatives open for economic development and to make recommendations on public policy at the local, state, and national levels, must assume much greater importance, and rural development researchers must be more clearly attuned to needs. Agricultural economists should direct their attention to research designed to provide information which will speed up rural economic development, providing jobs and income. (KM)

ED 087 588 RC 007 645

Durant, Thomas J., Jr. Work Orientation Attitudes of Rural Low-Income Residents of Three South Central Virginia Pub Date 6 Feb 74

-23p.; Paper presented at the Southern Association of Agricultural Scientists Meetings, February 3-6, 1974, Memphis, Tenn.

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Area Studies, Economic Develop-ment, *Goal Orientation, Heads of Households, Job Satisfaction, Life Style, *Low Income Groups, Minority Groups, Occupational Aspira-tion, Policy Formation, Program Planning, *Rural Population, Self Concept, Social Problems, *Socioeconomic Influences, Welfare

Recipients, *Work Attitudes Identifiers—*Virginia

The study determined the relation between specific social factors and situational conditions poverty and non-poverty heads of households and their orientation toward work. The major hypotheses tested was that respondents affected more by adverse social factors and situational conditions will develop less positive work orientations. Data were obtained from a July 1971 rural manpower survey conducted in 3 low-income counties of south central Virginia. A combination of systematic and stratified sampling was employed. A total of 713 surveys were conducted, covering 2 separate lists of residents in each county: the general population of heads of households, and welfare recipients. The depen-dent variable of work orientation attitude was measured by 4 tests: (1) life aspirations; (2) work retaired by 4ess; (1) line aspirations, (2) work ethic; (3) lack of confidence; and (4) acceptability of welfare. The independent variables were categorized as: (1) life style variables; (2) situational variables; and (3) attitudinal variables. findings suggested that many persons affected by adverse social problems and situational conditions in fact are willing to work and do have a relatively positive outlook on life. Findings also sug-gested that some of those who are on welfare do not wish to remain on welfare. The 7 conclusions and recommendations covered such areas as broadening existing work incentives and improv-ing living conditions. (KM)

Noblit, George W.

The Adolescent Experience and Adult Success: A Nonmetropolitan Investigation.

Pub Date Feb 74

Note-11p.; Paper prepared for the Rural Sociology Section, The Southern Association of Agricultural Scientists, Memphis, February 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Adult Charac-teristics, Delinquent Identification, Failure Fac-tors, Grades (Scholastic), Peer Groups, Research Projects, *Rural Education, *School Environment, Socioeconomic Status, *Success Factors, Tables (Data) -*Oregon

The research project examined the relationship between the adolescent experience and adult success as the result of social class origins and edu-cational attainment. Studying the effects of varia-bles in the adolescent experience upon access to success, this investigation examined 3 aspects of adolescence--school status, peer group involvement, and official delinquency. The data were abstracted from the Marion County Youth Study, an ongoing longitudinal panel study of adolescent males in western Oregon. School status was in-dicated by the respondent's cumulative grade point average. Peer group involvement was indicated by the respondent's estimate of the average number of hours spent with friends dur-ing the week. The last independent variable, delinquency, was obtained from court records.
The 2 measures of access to success-educational attainment and adult socioeconomic status--were obtained from questionnaires. Conclusions indicated that the school procedures and policies themselves may well have an effect upon an adolescent's commitment to conventional success. although peer group involvement did not affect access to adult success as expected. Lastly, the delinquency label seemed to be part of the institutional build up of labels that often begins with labels about academic ability. (FF)

ED 087 590 RC 007 647 Constitutional Status of American Indians. U.S. Commission on Civil Rights Staff Memoran-

Commission on Civil Rights, Washington, D.C. Pub Date Mar 73

Note-18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*American Indians, Civics, *Civil Rights, Constitutional History, Court Litigation, *Federal Legislation, Federal Programs, Government Role, Laws, *Legal Responsibility, Reservations (Indian), *Treaties, Tribes

The paper discusses the legal, political status of American Indian tribes, the relationship of Indians to their tribes and to their States, and the relationship of tribes to the States and to the United States (U.S.) Government. The U.S. Government has excercised plenary power over Indians for approximately 200 years. Indian tribes have traditionally been viewed by Federal courts as dependent or tributary nations possessed of limited elements of sovereignty and requiring Federal protection. Congress has alternatively viewed tribes as sovereign political entities or as anachronisms which must eventually be extinguished. The result has been 2 conflicting Federal policies--separation and assimilation. The Indian Citizenship Act of 1924 made all Indians born in the U.S. citizens of the U.S. As such, they are also citizens of the State in which they live, even though they may reside on a reservation. Indians are therefore citizens of 3 separate political entities, subject to Federal laws, civil and criminal laws of the tribe when they are on the reservation and within its jurisdiction, and State laws while off the the reservation. This document presents a general study of the constitutional status of Indians, rather than a complete analysis of the unique and complex field of Federal Indian law. (FF)

ED 087 591 RC 007 648 Estimates of Resident Indian Population by State and Reservation: March 1972.

Bureau of Indian Affairs (Dept. of Interior),
Washington, D.C.
Pub Date Apr 73

Note-11p.

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors.—*American Indians, **Census
Figures, Demography, Eskimos, Nonreservation
American Indians, Population Trends, **Reservations (Indian), **Rural Population, **State Surveys, Tables (Data), Tribes, Urban Popula-

Identifiers-BIA, Bureau of Indian Affairs

The document gives estimates of resident American Indian population by state and Indian Reservation for March 1972. The term resident Indian means Indians enrolled in a tribe recog-nized by the United States Government living on

or near reservations. It also includes Indians livin former reservation areas of Oklahoma, and all Alaskan Indians and Natives. The local Agen cy offices of the Bureau of Indian Affiars esti-mated the figures using whatever information is available. Accuracy varies from place to place; it was difficult to estimate for Alaska, Oklahoma, and the Navajo reservation where Indians are scattered over geographic areas. Estimates of ap-proximately 38,000 rural Indians living in California counties containing Indian trust land are also included. Therefore, the report indicated that the total of 533,744 in March 1972 is not compara-ble to the 488,083 reported for March 1971.

RC 007 649 ED 087 592

Frederick, Calvin J., Comp. And Others
Suicide, Homicide, and Alcoholism Among American Indians: Guidelines for Help.

National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and

Delinquency.
Report No-DHEW-ADM-74-42
Pub Date 74

Note-40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 1724-00324; Su.59)

EDRS Price MF-80.65 HC-\$3.29

Descriptors—Aggression, *Alcoholism, *American Indians, Corrective Institutions, Death,

Delinquency Prevention, Demography, Emo-tionally Disturbed, Eskimos, Health Education, Health Needs, Health Services, Mental Health Programs, *Prevention, Program Development, Psychiatric Services, Rehabilitation Programs, Resources, Self Concept, *Socially Deviant Behavior, Statistical Data, *Suicide, Violence, Youth Problems

Designed to help alleviate some of the health problems among American Indians and Eskimos, this booklet covers suicide, homicide, and alcoholism. It can be used to provide: (1) "how-to" guidelines which describe ways for recognizing, handling, and preventing possible suicides among American Indians; and (2) survey data and literature for use as a planning guide in the develop-ment of crisis intervention and suicide prevention programs. Contents include: tribal and population Indian health problems; the current status of Indian suicide and alcoholism; old ways versus new: problems of transition: how to identify potential suicides; 10 preventive steps (suicide); ingredients of an Indian suicide prevention pro-gram; how to prevent suicide in jails; Indian homicide; Indian alcoholism; facts about alcohol; how dependency develops (alcohol); group resources for rehabilitation; multidisciplinary resources; incidence and severity of the Indian alcohol problem; alcoholism among young people; and causes of suicides related to alcoholism. The 6 recommendations cover workshops, information centers, teacher training, crisis intervention centers, newsletters, and audiovisual information. Appendices give population data and community mental health centers serving Indians and Eskimos. (KM)

ED 087 593 RC 007 650 Governing Bodies of Federally Recognized Indian Groups (Excluding Alaska).

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Pub Date May 73

Note-35p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Directories, Federal Programs, *Local Government, Population Distribution, *Public Officials, Reserva-tions (Indian), State Surveys, *Tribes A 1973 Bureau of Indian Affairs (BIA) publi-

cation, the directory alphabetically lists over 240 federally recognized American Indian tribes. The governing body, title of presiding officer, and address for each tribe are also given. Alaska Natives are not included, although the address for the Juneau BIA Area Office is. A tribal listing by state, other helpful BIA publications, and BIA Area Offices are covered at the end of the document.

RC 007 707 Meier, Matt S., Ed. Rivera, Feliciano, Ed. Readings on La Raza--The Twentieth Century. Pub Date 74 Note-277p

Available from—Farrar, Straus & Giroux, Inc., Division of Hill and Wang, 19 Union Square, New York, N.Y. 10003 (\$6.95) Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Activism, *Anthologies, Cultural
Awareness, *Cultural Background, Economic
Factors, Economic Opportunities, Federal
Laws, Immigrants, *Labor Economics, Labor
Force, *Mexican American History, Migrants,
Minority Groups, Minority Role, Politics, Social Discrimination, Social Studies, Spanish
American Literature, *Spanish Speaking,
Strikes Textbooks Strikes, Textbooks

Strikes, Lextbooks
This chronological anthology consists of documents and articles on the history of Mexican
American people in the 20th century. The
anthology may be directed to students in higher
education, historians, and those interested in the Mexican American people. Section I spans the period from 1900 to 1920 and introduces imperiod from 1900 to 1920 and introduces im-migration as the starting point for the history of La Raza in this century. Section II, covering from 1920 to 1930, describes the movement of Mex-icans and Mexican Americans from their Southwest heartland to steel mills, packing plants, and "coolonies" of the Midwest Other sections. and "colonias" of the Midwest. Other sections address themselves to the development of a hostile attitude on the part of many Americans to the rising tide of Mexican immigration, as was ex-emplified by the Harris and Box bills in Congress. Section III deals with repatriation in the 1930's. Chicano World War II experiences both at home and overseas are described in Section IV. The Second World War introduced a new era in Mexico-United States relations, formalizing the use of bracero labor. Section V traces continuing postwar demands for Mexican labor and the resultant increase in both braceros and majados. The impact of these workers eventually led to "Opera-tion Wetback" and finally to termination of the bracero program in 1964. Section VI encom-passes a broad spectrum of contemporary passes a broad spectrum of contemporary Chicano activities and ideology, especially an in-creased and more agressive political activity. These 6 sections are chronologically sequential, with some unavoidable overlap. (FF)

ED 087 595 RC 007 720

O'Fallon, O. K. And Others
Proceedings: Small Schools Invitational Conference (Montgomery Bell State Park [Tennessee], November 29-30, 1973).

Tennessee Univ., Knoxville. Coll. of Education. Pub Date Feb 74

Note-102p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Con-ference Reports, Demography, Economics, *Educational Development, Health Conditions, Health Services, Inservice Programs, Leader-ship, Politics, Preservice Education, Program Development, Public Schools, *Research Needs, *Rural Education, *Small Schools, So-*Research cial Value

The Invitational Small Schools Conference, held November 1973 in Tennessee, was the starting point in launching the Small Schools Task Force. The primary objectives of this task force are to identify needs and priorities of small schools in Tennessee, to provide leadership for schools in Temessee, to provide leadership for the development of pre- and inservice education programs for small school personnel, and to generate research related to the small school. These objectives were especially aimed at 96 small school districts in Tennessee which in all likelihood need assistance they are currently not receiving. The Task Force Position Paper, the first presented at the conference, gave purposes, needs, and strategies. The second paper, Strengths and Weaknesses of Small Schools, included practices, programs, and administrator considerations. Other presentations were: Political Realities; The Economic Picture; The Educa-tional Scene; Social Values in Rural Tennessee; Demographic Considerations; Health Conditions and Services; and The Development of Rural Education: The State of the Art. The Conference Summary presented participant views of the discussions. Persons attending the conference were also listed. The Appendix gave characteristics of the model innovative and rural futures development processes. (KM)

RC 007 721 New Mexico State Department of Education, Indian Education Unit, Annual Report 1972-73.

New Mexico State Dept. of Education, Santa Fe.

Div. of Indian Education

Pub Date 73 Note—52p.; Related documents are ED063061 and ED071806

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*American Indians, *Annual Reescriptors—"American Indians, "Annual Re-ports, Budgets, Compensatory Education Pro-grams, Dropouts, "Educational Economics, "Educational Policy, Enrollment Trends, Federal Programs, Full State Funding, Program Descriptions, Public Schools, State Depart-Descriptions, Public Schools, State Departments of Education, State Federal Aid, Tables

Identifiers-*New Mexico

An annual report (1972-73) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to 7 school districts receiving Johnson O'-Malley (JOM) funds. For the purpose of provid-ing as accurate a picture as possible of how JOM funds are used at the local level, the summaries covered 4 categories: administrative services, supportive services to students, instructional service to students, and the JOM meals to students. The remainder of the report discusses: summaries, including such things as the effects of hiring of liason officers to encourage better school attendance and foster better community school relations; (2) a court case involving JOM fund administration, with the State of New Mex-ico and the Gallup-McKinley School District as defendants; (3) reconciliation of receipts and expenditures of JOM funds and American Indian enrollment by school district; and (4) future plans for the administration of JOM funds--for example, the State Superintendent has taken the position that efforts of Indian tribal groups to administer their own JOM programs will be encouraged and cooperated with in every way possible. The purpose, authority, policy, and specifica-tions for the 1973-74 administration and programming of JOM funds are also given. (FF)

ED 087 597 RC 007 722 Cooper, Gwen, Ed. And Others

California Indian Education Association Report on the Fifth Annual State Conference and Workshop (San Diego, California, October 8-10,

California Indian Education Association. Modesto

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Sep 73 Note—252p.; Published in cooperation with San Diego County Department of Education Available from—California Indian Education As-

sociation, P.O. Box 4095, Modesto, Calif. 95352 (\$3.50)

EDRS Price MF-\$0.65 HC-\$9.87 Descriptors-Administrator Attitudes, American Indian Languages, *American Indians, Conference Reports, *Cultural Background, *Culture Conflict, *Educational Needs, Handicrafts, History, Nonreservation American Indians, Reservations (Indian), School Community Relationship, Social Integration, *Social Relationship, Social Integration, *Social Values, State Federal Aid, Teacher Characteristics, Teaching Methods, Workshops

Identifiers-*California Indian Education

sociation

The California Indian Education Association has held American Indian education workshops in conjunction with its annual conferences since its inception in 1967. The report of this 5th annual meeting reflected many of the frustrations that Indians face in their contact with society, particu-larly in the educational system. The frustrations of Indian people became evident in each of the separate responses of the Indians in the various seminars, speeches, presentations, art exhibits, etc., and in the total realm of the various activities at this conference and the 2 Indian education workshops for non-Indian teachers. The first workshop, held in October 1971, focused on the historical and cultural aspects of Indian educa-tion. The second (February 1972) included a visit by the class of teachers to reservations within San by the class of teachers to reservations within sandbook, complete with useful appendices (e.g., Indian resource people) should serve as a model to both Indian and non-Indian communities. The 6 goals of these workshops were to (1) define and out-line the needs of Indian education to participants; (2) assess the current status of projects implemented over the past 4 years in Indian education;
(3) stimulate a positive commitment for action from the participants on behalf of achieving stated goals; (4) provide opportunities for broadened awareness through experimental learning; (5) stress a viable Indian culture; and (6) provide a continuation of opportunities for the participants' further development. (FF)

RC 007 723

Directorio Chicano. Southwest Network, Hayward, Calif. Pub Date 16 Jan 74

Note-19p. Available from-Southwest Network, 1020 B Street, Hayward, Calif. 94541 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Area Studies, *Directories, Educational Change, Educational Resources, *Mexican Americans, *Publications, *Resource Centers, Spanish Speaking

The Southwest Network was created to provide support for developing Chicano alternative schools. It strives to facilitate approaches, problems, contacts, funding, and communication for any alternative Chicano educational efforts requesting such aid. In this process, the Network has prepared an initial directory of Chicano alternative schools, distributing centers, and related publications. Information is based on replies to inquiries during October and November 1973. inquiries during October and November 1973. For logistical purposes, the directory is divided into 4 geographic regions, and then subdivided by state. Approximately 13 alternative education programs and 28 distributing centers are listed. programs and 28 distributing centers are listed. The partial publication listing covers 25 journals. Defunct publications are also given. (KM)

ED 087 599 24 Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No-BR-6-2469

Pub Date Mar 74

Contract—OEC-1-6-062469-1574(10) Note—140p.; Related documents are ED028011, ED040002, ED055706, ED075162

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Tex. 78702 (Stock No. EC-008; \$5.00) EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, *Annotated Bibliographies, Bilingual Education, *Com-pensatory Education, Demography, Disad-vantaged Groups, Federal Programs, *Migrant Children, *Migrant Education, Negroes, Pro-gram Descriptions, Rural Areas, gram Descriptions, Rural Areas, Socioeconomic Influences, Spanish Speaking, State Programs

The bibliography provides access to some of the latest findings and developments in migrant education. A supplement to 4 earlier bibliographies, it contains approximately 100 citations and abstracts published from 1965 to 1973 which have appeared in "Research in Education". The "Current Index to Journals in Education" section covers approximately 35 articles which appeared from Winter 1971 through June 1973. Entries in-clude a wide variety of resource materials, such as research and program reports, teacher guides, and doctoral dissertations. Some major areas of emphasis are bilingual education and Elementary and Secondary Education Act programs. Subject indexes and ordering information are appended.

ED 087 600 RC 007 725

Sikand, Jack, Comp. Indian Education in Saskatchewan. A Report by the Federation of Saskatchewan Indians, Volume I. Saskatchewan Indian Cultural Coll., Saskatoon.

Pub Date Aug 73

Note-88p.

Note—sap.
Available from—Indian Cultural College, Federation of Saskatchewan Indians, 1402 Quebec
Ave., Saskatoon, Saskatchewan (\$1.50)

Ave., Saskatoon, Saskatchewan (\$1.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *American Indians, Courseling, Court Litigation, Dropouts, Educational Finance, *Educational Improvement, *Educational Policy, Federal Programs, *Government Role, *Legal Responsibility, Paragrach Projects Paragrations (India) sibility, Research Projects, Reservations (Indian), Student Needs, Tribes Identifiers—Canada, *Saskatchewan Indians

The study was undertaken by the Educational Task Force established during the Saskatchewan Chiefs' Conference, March 1970. The Indians, representing 67 Bands, expressed their concern about the apathy of Indian children to school programs, dropouts, and the near absence of Indian students in universities. Another concern was the Canadian government policy in which government agencies were gradually restructuring the educational system so that Indian parents lost control they had over schools. This volume deals with 2 of 9 research topics. They are the legal rights of Indian people in education and the edu cational decision making process. Legal rights in education are concerned with those matters to which the law gives cognizance and which usually arise from contract, legislation, or common lawe.g., the Winnipeg treaty. The decision making process study is divided into 8 major tasks: (1) finance, (2) personnel, (3) in-school programs, (4) special programs, (5) special services, (6) employment and relocation services, (7) educaemployment and relocation services, (1) educa-tional assistance, and (8) school agreement. The problem investigated was: what is the current decision making process in Indian education? Who makes what decision, how, and in consulta-tion, with whom? The final part summarizes the context, such as the decision making process in Indian Affairs. (FF)

ED 087 601 RC 007 726

Sikand, Jack, Comp. Indian Education in Saskatchewan. A Report by the Federation of Saskatchewan Indians,

Saskatchewan Indian Cultural Coll., Saskatoon. Pub Date 73

Available from—Indian Cultural College Federation of Saskatchewan Indians, 1402 Quebec Ave., Saskatoon, Saskatchewan (\$1.50)

Document Not Available from EDRS.

Descriptors—*American Indians, *Counseling,
Dropouts, *Educational Background, *Educational Finance, Educational Improvement, Educational Policy, Government Role, Research Needs, Treaties, Tribes Identifiers—Canada, *Saskatchewan Indians

The study was undertaken by the Educational Task Force established by the Saskatchewan Chiefs' Conference, March 1970. The Indians, representing 67 Bands, expressed their concern about the apathy of Indian children to school programs, dropouts, and the near absence of Indian students in universities. Another concern was that of the Canadian Government restructuring the educational system which would cause the Indians to lose the control they had of the schools This volume is concerned with 3 of 9 research topics: (1) the counselor and the Indian student qualifications, duties, and problems; (2) the effectiveness of Indian education in Saskatchewan; and (3) a cost analysis of Indian education in Saskatchewan. The findings of the first topic, presented in tables and graphs, cover such things as the positions of counselors, (i.e., guidance and vocational) and the number of counselors in those positions. In the second topic the hypothesis to be tested for the cost-benefit analysis is that additional years of schooling will increase the ef-fective earning ability of the individual. The last study was to provide some guidelines for comparing the cost of educating Indian students in Saskatchewan by constructing schools on some selected reservations to the present cost of edu-cating these students in several off-reserve schools. (FF)

ED 087 602 RC 007 727

Beckett, Jack, Comp.

A Study of Two Methods of Delivering Supplementary Educational Services to Migrant Children in California.

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education. Pub Date 4 Feb 74

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—Achievement Gains, Achievement Rating, *Comparative Analysis, Cost Effectiveness, *Effective Teaching, English (Second Language), Mathematics, *Migrant Child Education, Program Evaluation, Reading, *Supplementary Education, Tables (Data), Teacher Aides, *Teaching Styles, Team Teaching

During the 1971-72 school year, data was gathered on pre and post test scores for reading and mathematics achievement from 2 groups of mobile migrant children receiving supplementary educational services. The program, a part of the California Plan for the Education of Migrant Children (Title I, Elementary and Secondary Education Act), used 2 different approaches to provide these services to the second through eighth grade students. Group 1 used the team teaching approach, with trained tutors under the direction of the classroom teacher. A resource teacher gave support and continued inservice teacher gave support and continued inservice training to both the teacher and the tutor. Chil-dren in group 2 received services from the several school districts where they were enrolled. The districts provided "pull out" programs in "language development", remedial reading, and Fendish en essential language and were rest English as a second language and were reimbursed for the costs of the services rendered. The cost per child in each program was comparable, but test results showed an important difference in gain scores. Group I children met the program objective of at least I month of gain on a standardized test for each month in the program, while group 2 did not. Since per pupil costs were the same, it was concluded that the team teaching approach was several times as cost ef-fective as the reimbursement approach. (KM)

ED 087 603 RC 007 728 Ledgerwood, C. D., Ed. Native Education in the Province of Alberta. Alberta Dept. of Education, Edmonton. Pub Date Jun 72 Note-182p.

EDRS Price MF-\$0.65 HC-\$6.58 Descriptors—Academic Achievement, *American Indians, Cultural Factors, Culture Contact, *Educational Needs, *Educational Policy, Educational Practice, *Federal Programs, Government Role, *Legal Responsibility, Minority Groups, Social Influences, Socioeconomic Status, Students, Tables (Data), Treaties

Identifiers-Canada

The Task Force on Intercultural Education was appointed by the Executive Council of the Alerta Government in the Summer 1971. The Task Force's first report deals with Alberta's Native peoples. The assignment was to collect and summarize data to be used by the government as a basis for establishing policies and practices that will serve the educational needs of cultural minorities, such as Native Americans and Hutterites. Data used by the Task Force were drawn from other sources. Chapter I uses literature from the social sciences to gain a theoretical understanding of what happens when cultures meet. Chapter II brings together statistics from a variety of sources to numerically define the current status of Native education in Alberta. Chapter III draws upon the works of many authors to explain the effects of education on the psychological, sociological, and cultural welfare of Native peo-ples. Chapter IV summarizes submissions made by Native groups in order to determine what Na-tive peoples want. Chapter V reviews efforts that are being made to meet these wants and needs. The final chapter suggests some tentative policies and procedures which might be considered and put into practice. There were certain limitations in the preparation of this study-e.g., adult educa-tion for Native peoples was regarded as the legiti-mate domain of the Department of Advanced Education and was therefore omitted. (FF)

ED 087 604 Stanbury, W. T.
B.C. Indians Living Off Reserve: Some Economic

Aspects. Pub Date 8 Nov 72

Note-20p.; Notes for a speech, Fourth Annual Conference of the Union of B.C. Indian Chiefs, Prince Rupert, November 8, 1972 EDRS Price MF-\$0.65 HC-\$3.29

*Economic Development, *Employment Pat-terns, Income, Low Income Groups, *Migration Patterns, *Nonreservation American Indians, Relocation, Socioeconomic Influences, Tables (Data), Tribes, Urban Immigration

Identifiers-*Canada The study examined the economic development of British Columbia (B.C.) Indians who have moved off-reserve. The discussion included: (1) obtaining the sample, (2) sample description, (3) reasons for living off-reserve, (4) employment op-

portunities, (5) income and poverty line, and (6) academic achievement. A total of 1,095 persons interviewed constituted a 1-in-6 sample of B.C. status Indians (age 16-55) who reside off-reserve. status indians (age 10-35) uno resulte of the survey. It appeared that, until high school graduation is achieved, additional years of education have little effect in reducing the Indian unemployment rate. There is a significantly lower unemployment rate among Indians who were members of a union. Some 58.2% of non-metro families and unattached individuals had incomes of less than \$4,000, while 39.5% of the metro families and unattached individuals had a range of \$4,000-\$7,999. The poverty rate of B.C. Indians off-reserve in 1970 was 2-1/2 times the rate for all Canadians. One quarter of the sample had completed the 6th grade or less and only 1/6 completed the feet of the sample had completed the feet of the sample had completed high school or better. Some reasons for living off-reserve were employment, housing shortage on reserve, and preferring living offreserve. Findings were also presented in tables.

RC 007 731 Norman, C. Douglas Balyeat, Ralph R. A Model for Diffusing Exemplary Teaching Prac-tices in a Disadvantaged Rural Region.

Pub Date May 74

Note-13p.; Paper to be presented at the Annual Convention of the International Reading As-sociation (19th New Orleans, Louisiana, May

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Area Studies, *Demonstration Programs, *Disadvantaged Groups, Educational Innovation,
Methodology, Needs, *Reading Skills, *Rural
Education, Teacher Education, *Teacher
Exchange Programs, Teaching Models
Identifiers—*Elementary Secondary Education
Act Title III, ESEA Title III, Upper Cumberland Reading Project. Descriptors-Academic Achievement, Area Stu-

land Reading Project Funded in 1971 under Title III, Elementary and Secondary Education Act (ESEA), the teacher exchange program to improve reading instruction was designed as a 3 year project. The thrust of the program ranged from creating awareness of and interest in good teaching practices to helping instructors implement these practices in their own classrooms. Building on another ESEA Title III program, planners designed the Upper Cumberland Reading Project to: (1) address the needs of 13 Appalachian countries in Tennessee; (2) demonstrate teaching methods which could be demonstrate teaching methods which could be used with basal programs and in self-contained classrooms; (3) require no expenditures for materials or equipment; (4) demonstrate approaches for teaching reading which could be used after the project ended. The actual exchange program had 3 stages; (1) itinerant teachers from the 2 exchange centers spend 1 days with the project to the control of the project of the day visiting participating teachers; (2) during the next 5 days, participating teachers visited the 2 demonstration schools; and (3) on the last 2 days of an exchange, participants returned to their own schools and worked with the ESEA Title III tilinerant teachers to implement instructional practices observed at the centers. The 5 findings, measured by the Stanford Achievement Test, indicated that the ESEA Title III pupils made significantly greater gains in reading than did con-trol pupils. (KM)

ED 087 606

RC 007 732

Black-White Variations in a Model of the Occupa-tional Plans Process of Southern Youth.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Report No—USDA-RR-S-61

Pub Date Apr 73

Note—32p.; Paper presented at the Annual Meeting of the Southern Sociological Society (Atlanta, Georgia, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Cauca-sians, Family Income, Family Status, Fathers, *High School Students, *Negroes, *Occupa-tional Choice, Occupations, *Parent Influence, Parent Role, Parochial Schools, Predictor Vari-ables, Public Schools, Rural Urban Differences,

Identifiers-*Louisiana

The occupational plans of a sample of white and black high school seniors were analyzed by a model which included the following variables: father's occupation, family income, father's education, and academic performance. A proportionate, stratified, random cluster sample of Louisiana high school seniors was selected in November 1970, yielding a total of 3,245 respondents. High schools within the state were stratified on the basis of residence (rural-urban), school true, (multic-procedual), and school strate. school type (public-parochial), and school size (large-medium-small). Path analyses were conducted separately by residence and racial catego-ries within residence. Within models by specific control categories the path coefficients revealed that the 3 social status variables were rather weak predictors of academic performance, while academic performance manifested the strongest independent effects on occupational plans. A independent effects on occupational pians. A comparison of models across control categories was made utilizing path regression coefficients. The findings of this analysis indicated that, comparatively, father's education had the strongest impact on occupational plans for all control categories. The effect of this variable was substantially less for rural black respondents. These findings and others were discussed along with proposals for future research in this general area. (Author/KM)

ED 087 607 RC 007 733

Jordan, Lois B. Mexican Americans: Resources to Build Cultural Understanding.

Pub Date 73 Note-265p.

Available from-Libraries Unlimited, Inc.

Avanaore trom—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$8.50)
Document Not Available from EDRS.
Descriptors—"Annotated Bibliographies, Art, Audiovisual Aids, Books, "Cultural Awareness, "Cultural Background, Economics, Films, Literature Reviews, "Mexican American History, "Mexican American History, "Mexican American History," *Mexican Americans, Socioeconomic Status, Spanish American Literature, Transparencies

The listing of resources to build cultural understanding is a selective annotated bibliography of 1,028 works from 1949-1972, suitable for young adults in junior high school, senior high school, and college. It brings together a selection of books, 16mm films, 35 mm filmstrips, 8mm film loops, recordings, slides, transparencies, and other audiovisual media which provide informa-tion on the historical background, cultural heritage and contemporary social, economic and political problems of Mexican Americans. In adpolitical problems of Mexican Americans. In addition, there are 4 appendixes providing information on a selected number of periodicals, associations and organizations, and notable Mexican American personalities. Entries in Part I: Print Materials are subdivided into Mexico's history, Mexican Americans in the U.S., the arts, literature, biography, and fiction, and are further subdivided by specific periods and subjects. Part II: Audiovisual Materials is subdivided by medium. This list represents an effort to evaluate English language material relating to the Mexican American and does not include books in the Spanish language; however, some audiovisual material is in Spanish or is available in both languages. The selection has not been limited by date, but emphasis has been placed on materials published within the past 10 years. (FF)

ED 087 608 RC 007 734

Henry, Jeannette, Ed. American Indian Reader: Anthropology. Book One of a Series in Educational Perspectives. Ford Foundation, New York, N.Y. Pub Date 72

Available from—Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117 (\$3.00)

94117 (\$3.00)

Document Not Available from EDRS.

Descriptors—American History, *American Indians, *Anthropology, Archaeology, *Cultural Background, Demography, Ethnocentrism, *Human Geography, Migration Patterns, Nonreservation American Indians, Reservations (Indian), Social Sciences, *Stereotypes, Tribes

The anthropological reader about American Indians presents 28 articles dated from 1968 to

dians presents 28 articles dated from 1968 to 1971. It is divided into 4 parts: the anthropologist: the man and the discipline; a giant step between 2 worlds; scientific investigation:

archaeology; and early agricultural and economy: 3 studies. Also included are (1) discussion: an anthropologist as bigot; (2) the romantic notion theory; (3) student arrested; and (4) Native archaeologists. The reader may be directed to the students in the social sciences at the senior high students in the social sciences at the senior high school and college level. Examples of some of the articles are: (1) The Anthropologist as the Indi-an's Image Maker; (2) Petroglyphs of Ancient Man; (3) The Paleo Indian: Early Migrations; and (4) Pre-Columbian Ridged Fields. (FF)

Henry, Jeannette, Ed.
American Indian Reader: Literature. Book Three in a Series in Educational Perspectives.
Ford Foundation, New York, N.Y.

Pub Date 73 Note-249p.

Available from—Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117 (\$3.00)

94117 (\$3.00)
Document Not Available from EDRS.
Descriptors—Activism, *American Indian Culture, Books, *Descriptive Writing, Literary History, Literary Styles, *Literature Guides, Novels, *Poets, *Story Telling
The reader should be considered a guide to

Native American literature. It is designed as an introduction to the study of the Native literature of the Americas. Content begins with the poetic art of the ancients. Special space is given to the Walum Olum, an example of the epic quality of Native literary art. In contrast, but also as a natural sequence, a sampling of contemporary poetry is presented. The poets of today express the tragedy of the American Native in the modern world. Story telling, more than any other art form, was a part of Native life. Therefore, the old tales, told in the words of those with ancient memories, are given. The new tales express the fact that this unique faculty still exists. The writings of modern Indians run the scale from contest to descriptions of awarts, and bistory, and protest to descriptions of events and history and protest to descriptions of events and history and discussion of issues. A critique of the Native in literature is presented in "Image in the Literature". The article by Herman F. C. Ten Kate, although largely out-dated, is a fair example of critical analysis exercised by those who have conidered the Native as he appears in literary works of American and European authors of the past. A current critique of Native literature ends this book. It too is a foretaste of things to come. (FF)

Brooks, B. Wayne
Primary and Initial Experiences in Outdoor Environments. It's Close and Single. Hastings County Board of Education, Trenton

RC 007 738

(Ontario).

Note-33p. EDRS Price MF-\$0.65 HC-\$3.29

EDBS Frice MF-30.65 HC-53.29
Descriptors—Conservation Education, *Educational Needs, Environment, Facilities, *Learning Activities, *Natural Resources, *Outdoor Education, *Resource Units, Science Activities, Sensory Experience, Site Development -Canada

One major intent of learning in the outdoors is to integrate intellectual and emotional un-derstanding. In this light, the outdoor education activities suggested in this document may be artificial unless they are incorporated within the child's discovery of his role in the total, natural scheme of things. The introductory section of the scheme of things. The introductory section of the document explains the importance of developing an adequate school site which uses natural resources. Section A lists 6 simple activities, covering such areas as sound, touch, and temperature. Section B explains scavenger hunts; Section C, trail-type activities. Nearby outdoor activities are given in Section D, with concepts, problems, and long range studies for each. Section E lists 36 additional outdoor activities. Reference and library books comprise Section F. (KM)

ED 087 611 RC 007 739

Brooks, B. Wayne Some Assistance with Winter Activities and Resources for the Outdoors. 3rd Edition, 1973-74.

Hastings County Board of Education, Trenton (Ontario). Pub Date 74

Note-10p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Animal Science, Athletic Activities, Climatic Factors, *Educational Resources, *Environmental Influences, Field Trips, *Natu-Resources, *Outdoor Education, Plant Science, Recreation

Identifiers-Canada, Winter Activities

The booklet discusses winter outdoor education in Canada. The first section explains how to us snowshoes, followed by the use of the thematic approach with winter and snow. The thematic approach to snowmobiling gives both the pros and cons, and the outward spiraling effect of the popular sport. In discussing a winter field trip, ac-tivities are suggested for observing animals, plants, weather, moisture (water, ice, and snow), and the sky. The final section gives resources for winter studies. (KM)

SE

ED 087 612 SE 002 893

Allison, Roy W., Sr.
The Effect of Three Methods of Treating Motivational Films Upon the Attitudes of Fourth-, Fifth-, and Sixth-Grade Students Toward Science, Scientists, and Scientific Careers. Pub Date Dec 66

Note-168p.; Ph.D. Dissertation, Pennsylvania

Note—108p.; Ph.D. Dissertation, Pennsylvania State University
Available from—University Microfilms, 300
North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 67-11,176, Microfilm-\$4.00, Xerography-\$10.00)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Attitudes, Audiovisual Aids, *Elementary School Science, *Elementary School Students, Grade 5, Grade 6, Motivation, Science Careers, *Scientific Attitudes,

Identifiers-Research Reports

The effect of motivational films on the attitudes of elementary school students (grades four, five, and six) was investigated by use of an attitude scale concerning science, scientists, and scientific careers. Some students were shown 10 films included in the Horizons of Science Film Program during a 10-week period. Follow-up activities used with subgroups of students included (1) discussion of multiple-choice questions distributed prior to the film, (2) group discussion led by the investigator, (3) discussion led by classroom teachers, and (4) no activity. The pre-test instrument was used to post-test all students included in the study. Attitudes of students in all experimental groups changed favorably from pre-test to post-test. Only the groups using the multi-ple-choice questions and those participating in investigator-led discussions showed significant gains over the groups which had not seen the films. The group using multiple-choice questions showed the most significant gain. There was no significant relationship between attitudes investigated and (1) grade level, (2) mental age, (3) mean and science achievement test scores,
(4) sex,
(5) parents' science backgrounds, and
(6) economic status.
(AG)

ED 087 613 SE 013 924

Flehinger, Lenore Edith Science Process Skill as a Predictor of Acquisition of Knowledge Among Preservice Teachers
Pub Date 71

Ed.D. Dissertation, Columbia

University
vailable from—University Microfilms,
Arbor Michigan Available North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-20,008, Microfilm-\$4.00, (Order No. 71-20,008, Mic Xerography-\$10.00) Document Not Available from EDRS.

Descriptors—Achievement, Doctoral Theses, Educational Research, *Elementary School Teachers, Instruction, *Knowledge Level *Preservice Education, Science Education,
*Science Teachers, *Skills
Identifiers—Research Reports
This study discusses the relationships between

the level of science process skills and the degree of acquisition of new science knowledge. Partici-pants included 257 preservice teachers enrolled pants included 257 preservice teachers enrolled in an elementary science methods course. A test, Test of Oceanographic Knowledge, was designed and used to define the level of knowledge acquisition. Level of process skill was defined by scores on Tannenbaum's Test of Science Processes. Randomly selected participants were placed in either an experimental or control group. Experimental subjects studied the oceanography unit for four class hours, and took the Test of Oceanographic Knowledge. Control subjects followed their usual curriculum but took the Oceanographic Test during the followed the control of the the Oceanographic Test during the fifth class hour. Correlation coefficients between the scores of the two tests were determined. A two-by-two analysis of variance was performed comparing exanalysis of variance was performed comparing ex-perimental and control groups with high and low process skill level groups. A significant positive correlation was identified between level of process skills and level of knowledge acquisition for the experimental subjects. Students with a high level of process skill did significantly better in acquiring oceanographic subject matter than did students with a low level of process skill. (Author/EB)

ED 087 614 SE 013 930

Ogunyemi, Ebenezer Olanrewaju
The Effects of Different Sources of Verbalized In-

formation on Performance at a Science-Related Cognitive Task. Pub Date 70

Note-104p.: Ed.D. Dissertation, Columbia University Available

vailable from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-20,021, Microfilm-\$4.00, (Order No. 71-20,021, Mic Xerography-\$10.00) Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Cognitive Development, Doctoral Theses, Educational Research, *Elementary School Science, *Instruction, *Learning Processes, Science Course Improvement Project, *Verbal Communication, Verbal Stimuli

Identifiers-Research Reports, Science Curricu

lum Improvement Study, SCIS
This study was designed to simulate some aspects of classroom verbal interaction and to investigate their cognitive effects on students, using cognitive theory as the theoretical rationale. Subject-determined verbalization of correct cues was crossed with external sources of verbalized correct cues in a multivariable design in which sex was treated as an organismic independent variable. The subjects consisted of 159 fourth-grade students who had had two years of the Science Curriculum Improvement Studies (SCIS) program. Individualized sessions based on a protocol standardized in a pilot study were held with each subject. A 2 x 3 x 2 factorial design was utilized. The criterion tasks involved the multiple ordering of blocks arranged in a 4 x 4 matrix array. The blocks varied four degrees on each of three pro-perties--height, diameter and shades of a single color (blue). A three-way ANOVA, using a .05 significance level, was used for analyses. Results indicated that while subject-determined verbalization of correct cues had no significant effect on performance, the effect of teacher-supplied correct cues was significant for the female subjects. It was suggested that girls should be encouraged to be less teacher-dependent in gathering and organizing information from materials and phenomena. (Author/EB)

SE 016 271

Hurd, Paul Dehart
"Futuring" About Science Teacher Education.
Pub Date Mar 73

Note-7p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30--April 3, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Educational Objectives, Elementary School Teachers, Futures (of Society), gram Design, *Responsibility, Science Educa-tion, Secondary School Teachers, Social Change, *Teacher Education, *Teacher Educa-Social tors

As a background paper for discussion at the 1973 National Annual Convention of the Association for the Education of Teachers of Science, analyses are made concerning the present status and future development of science. teacher education. Shortcomings in current teacher preparation are discussed in connection with recent changes in the economy and society.

Professional aspects of science teaching are
described as the main concern in the future teacher preparation program. Educational objectives should be directed toward the understanding of (1) the changing character of science, (2) the

place of science in society, (3) the nature of knowledge in science, (4) the learning of science based knowledge, (5) the philosophical basis of science education and the rationale for curriculum choices, and (6) the valuation of goals and similar topics. Capability of generating insights into problems of teaching and knowledge in liberal arts and humanities are also required. Great efforts and support from outside disciplines are needed to help beginning teachers gain a per-sonal sense of purpose and direction and a basis for intelligent action. Science teachers' responsibility as consumers of education research rather than as researchers is stressed. The author indicates that "new" science teacher education is likely to be formulated by teacher educators rather than by forces outside the profession. (CC)

ED 087 616

SE 016 272

Ost, David H. Humanistic Psychology and Science Teacher Education.

Pub Date Mar 73

Note-6p.; Paper presented at the annual meet-ing of the National Science Teachers Association (21st, Detroit, March 30--April 3, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Futures (of Society), *Humanities, Integrated Activities, *Sciences, Science Teachers, *Secondary School Teachers, *Self Actualization, Self Evaluation, Social Factors,

*Teacher Education Presented are problems encountered in science teacher education and their possible solutions Neglect of the synthetic character of science is described as a weakness. Behaviorism is thought of as serving only the function of discipline-oriented curricula. Difficulties with teacher preparation result from a lack of awareness of the cultural need served by education. A science teacher has the responsibility of helping the students develop the plasticity and adaptability to fulfill their function in the society of tomorrow. Science teacher education should emphasize: (1) the human qualities, such as freedom, choice, self-evaluation, and self-realization, essential for self-actualization, (2) the analytic and synthetic nature and the self-correcting attributes of science, and (3) the understanding of science as a cultural product. The author recommends the use of integrated approaches to interpret science with humanistic concerns. (CC)

SE 016 273

Ost, David H. USMES and the Preservice Teacher Education Program: A Model for Change.

Pub Date Apr 73 Note—6p.: Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30--April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Elementary School Teachers, *Inservice Programs, Instruction, Mathematics Education, *Preservice Education, Science Education, *Student Teaching, *Teacher Education, Teaching Methods, *Unified Studies

Described is the model for science and mathematics elementary teacher preparation at the California State College, Bakersfield. The model is characterized by the approach of unified activities and includes three components: a preservice program, an inservice program, and a student teaching experience. Team teaching of science and mathematics courses is the major portion of the preservice program, with emphases upon problem solving activities, philosophical orienta-tion, and Piagetian studies. Social studies and language arts are equally required for the teacher candidate. The inservice component is carried out through master teachers and supportive staff. Development of teaching strategies and a tolerance to allow preservice teachers to try various approaches for inservice teachers is the concern. Student teaching takes place under the supervision of master teachers and college supervisors. Attempts to match student teachers with master teachers are found to be effective. Arrangements of teacher preparation experiences in the integrated preservice-inservice approach are concluded as unique. Further modifications are recommended on the extension of the student teaching period and adoption of a clinical approach. (CC)

ED 087 618 Opticalman 1 and C, Rate Training Manual. [1972 Revised Edition].
Bureau of Naval Personnel, Washington, D. C.;

Naval Personnel Program Support Activity,
Washington, D. C.
Spons Agency—Department of Defense,
Washington, D.C.
Report No—NAVPERS-10206-A
Pub Date 72
Note—249n - Pavised 1972

Note-249p.; Revised 1972 EDRS Price MF-\$0.65 HC-\$9.87

Descriptors— "Equipment Maintenance, "Instruc-tional Materials, Military Personnel, Military Science, "Military Training, "Optics, Physics, Post Secondary Education, "Supplementary Textbooks, Technical Education

Textbooks, Technical Education
In this revised edition of an earlier publication
(ED 070 574), fundamentals of optical instruments on board ships are presented in this rate
training manual for regular navy and naval
reserve personnel. The manual includes nine
chapters: Introduction; Administration and Supervision; Nature of Light; Optical Alignment Instruments: Night Vision Sights Superbox Serves and vision, Nature of Light, Optical Anginier Institu-ments; Night Vision Sights; Synchros, Servos, and Control Transformers; Tilting Prism Gunsight Telescopes; Rangefinders; and Submarine Periscopes. Step-by-step procedures for disas-sembling, reassembling, and maintaining optical systems are the major concern of this manual. In-cluded are information about the opticalman rating structure and a reading reference list. (CC)

ED 087 619

SE 016 528

Creager, Joan G., Ed.

AIBS Education Review, Volume 2 Number 2.

American Inst. of Biological Sciences, Washington, D.C. Education Div.

Pub Date Apr 73

Note-16p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), *Biological Sciences, College Science, *Course Descrip-*Educational Research, *Educational Resources, *Instruction, Laboratory Experiments, Science Education, Secondary School

A review of some recent educational and esearch activities is presented in this publication. Major articles compiled in this review include: An Innovative Approach to Laboratory Instruction; An Evaluation of the Mastery Strategy for General Biology Students, Food Science as a General Education Course in Biological Science The Phase Achievement System; and A Model for Improving Articulation. Conclusive findings are given in the first two articles, and course descriptions are the main concern in the third and fourth articles. Failures at the departmental level are described as being frequently encountered in analyses of articulation between two- and four-year colleges. The remaining content deals with appropriateness of "creation theory" in textwith appropriateness of "creation theory" in text-book writing, American Institute of Biological Sciences (AIBS) recommendations on use of algae in laboratory experiments, project "-BIOTECH" notes, and AIBS annual meeting in-formation. (CC)

ED 087 620 Brotski, David E. SE 016 655

A Pilot Science Curricula for Educable Mentally Handicapped Children Emphasizing Child-Cen-tered Activities.

Pub Date Apr 73 Pub Date Apr /3
Note—Ilp.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30--April 3, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Curriculum Guides, Exceptional Child Education, *General Science, Instructional Materials, Logical Thinking, *Mentally Handicapped, Special Educa-tion, *Student Centered Curriculum

In this paper, discussion is provided concerning the development of a pilot science child-centered activities. Background information on the Riveractivities. Background information on the Riverview School of Manitowoc, Wisconsin, is given. The objectives aim at providing EMH children with a systematic approach to logical thinking, direct experiences, and opportunities to realize natural surroundings. The Elementary Science Study (ESS) material is considered appropriate for EMH children's use. Thinking processes such as observing, classifying, communicating, infering, measuring, predicting, interpreting, making operational definitions, formulating questions and hypotheses, and experimenting are grouped into four levels and included in the content. Included are a list of the ESS units used and teachers' rating of the material. (CC)

ED 087 621 Crusty Problems, Teacher's Edition. Probing the Natural World/3. Florida State Univ., Tallahassee. Dept. of Science

Education.; General Learning Corp., ristown, N.J.

Spons Agency-National Center for Educational Research — National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foundation, Washington, D.C. Pub Date 72.

Pub Date 72

Note—195p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Guides, *Earth Science, *Instructional Materials* Union* High School Students,

Junior High School Students, Materials, Junior High School Students, *Science Course Improvement Project, Science Education, Secondary School Science, *Teaching Guides lentifiers—Intermediate Science Curriculum Stu-

dy, ISCS

dy, 184.5

The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "Crusty Problems" provides instructions for teachers. The main thrust of this unit is on exteachers. The main thrust of this unit is on ex-amining some principles underlying geologic in-ternal and external processes and shaping mechanisms of the landscpe. A brief introduction dealing with the plate tectonic theory is given in the beginning. Various chapters included in the unit are: "A First Look at Earth", "The Moun-tains", "The Midlands, a Pathway to the Sea", and "The Shorelands". Major points and detailed instructions for teachers are provided for each chapter sengately. Forty-serven resources are archapter separately. Forty-seven resources are arranged into clusters and presented following each chapter to provide necessary information and ac-tivities usable by students to answer the incor-porated questions. Students are requested to portate questions. Students are required: Specific in-structions for educational purposes, equipment, and material preparation are also included at the appropriate points. (CC)

ED 087 622 SE 016 660

Winds and Weather, Teacher's Edition. Probing the Natural World/3. Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Mor-ristown, N.J.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.; National Science Foun-dation, Washington, D.C.

Pub Date 72

Note—166p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.
Descriptors—*Curriculum Guides, Heat, *Instructional Materials, *Junior High School Students, Meteorology, *Science Course Improvement Project, Science Education, Secondary School Science, *Teaching Guides Identifiers—Intermediate Science Curriculum Study, ISCS.

dy, ISCS

The teacher's edition for the Intermediate Science Curriculum Study Level III unit entitled "Winds and Weather" provides instructions for teachers for examining some principles underlying thermal convention, weather observation, closed systems, moisture and cloud formation, the heated-air model, and fronts. A brief introduction dealing with concepts of weather processes, solar dealing with concepts of weather processes, solar radiation, and heat distribution is given. Various chapters included in the unit are "Air Has Its Ups and Downs", "Weather Watch", "Concentrating on Ups", "Making Visible the Invisible", "More Reasons for Clouds", "Other Cloud Formers", and "Moving Weather". Major points and detailed instructions for teachers are provided for each chapter separately. In addition, instructions are included for 12 "excursion" activities which are based on each chapter in the unit. Specific instructions for equipment, preparation, and educational purposes are included at appropriate points. (CC) ED 087 623 Solis, Juan D Learning Achievement Packages in Sciences-Biology: Cell Theory, Mitosis, Magnification, Wounds.

wounds.

Calexico Unified School District, Calif.; Education Service Center Region 13, Austin, Tex.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Feb 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Biology
*Curriculum Guides, First Aid, *Instructiona Biology. Materials, Science Curriculum, Science Educa-tion, *Secondary School Science, *Spanish Speaking, Units of Study (Subject Fields) lentifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This publication presents four science curricu-lum units designed to meet the learning problems of students with special language handicaps. The materials are written in both English and Spanish, and deal with topics in biology suitable for stu-dents in grades 7 through 11. All four units were classroom tested during 1970-1972 in the Calex-ico Unified School District (California). The four ico Unified School District (California). The four Learning Achievement Packages (LAPs) are enti-tled Cell Theory, Mitosis, Magnification, and Wounds. The LAP on "Cell Theory" shows that almost all living organisms are composed of cells, and examines cellular ultrastructures and their functions. "Mitosis" discusses the process of cell reproduction, and "Magnification" instructs the student in the correct use of the microssope. The student in the correct use of the microscope. The LAP dealing with "Wounds" is intended for use in first aid instruction. This work was prepared under an ESEA Title VII contract. (JR)

Disinger, John F. Lee, Beverly M.
State Directories in Environmental Education,
Volume II, U.S. Office of Education Regions II

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 73

Note-191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, *Directories, *Educational Programs, *Environmental Education, Human Resources, Instructional Materials, Programs, *Resource Materials, Secondary School Science, *State Programs

This compilation is one of a series produced through the combined efforts of the United States Office of Education/Environmental Education, coordinators for environmental education in the various states, and the ERIC Center for Science, Mathematics, and Environmental Education, in an attempt to collect and detail environmental education efforts throughout the nation. The series is assembled in geographical groupings, using combinations of the U.S. Office of Education recombinations of the U.S. Office of Education re-gions. This second volume in the series includes Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, and West Virginia. Environmental edu-cation information from these states is provided under the following headings: State Environmental Education Contact; State Plan Activities; School Programs and Activities (or Environmen-College Programs and Activities, Groups and Agencies with Interest in Environmental Education, Resource Materials Available; and Possible Resource People. Related documents are SE 017 101 and SE 017 103 through SE 017 105. (JR)

Connolly, John A. Stainback, Sandra E.
Solid Waste Management: Abstracts From the
Literature - 1964. Environmental Protection Agency, Washington,

Report No—SW-66 Pub Date 71

Note—287p. Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$2.00) EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, *Ecology, *Environment, Management Systems, *Pollution, Public Health, Quality Control, *Sanita-

tion, Technology Identifiers—*Solid Waste Management

The Solid Waste Disposal Act of 1965 (Public Law 89-272, Title II) and its amending legisla-tion, the Resource Recovery Act of 1970 (Public Law 91-512, Title I), authorize collection, storage, and retrieval of information relevant to all aspects of solid-waste management. As part of this effort, the U.S. Environmental Protection this effort, the U.S. Environmental rotaction Agency's solid-waste management program is updating the "Refuse Collection and Disposal Annotated Bibliography" series, initiated during the early Federal efforts in the 1940's. The present bibliography has been abstracted and is arranged in categories corresponding to the various administration, engineering, and operational phases of solid-waste management. Indices include subor soile-waste management. Indices include sub-ject, corporate author, author, and geographical location cited. Addresses of periodical sources are provided in an index. The literature represented does not include all the solid-waste literature published in 1964; 107 periodical and 109 nonperiodical littles covering both foreign nonperiodical titles covering both foreign and domestic literature were screened for inclusion. No effort was made to separate strictly technical material from that which is more general. (JP)

ED 087 626

SE 017 233

Golueke, C. G.

Solid Waste Management: Abstracts and Excerpts

From the Literature. Volumes 1 and 2.
California Univ., Berkeley.; Public Health Service
(DHEW), Rockville, Md. Environmental
Health Service.

Report No-EC-00260; PHS-2038 Pub Date 70

Note-467p. Available from-Superintendent of Documents, Government Printing Office, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors-*Annotated Bibliographies, *Ecology, *Environment, Management Systems, *Pol-lution, Public Health, Quality Control, Sanita-

tion, Technology
Identifiers—*Solid Waste Management
The collection presented in the represents a summary of literature gathered over a period of more than 15 years by the Sanitary Engineering Research Laboratory of the University ty of California and abstracted as the first step in a program of definitive research in the planning, systems, economic, health, and technological aspects of solid-waste management. Major categories into which the articles are grouped are Management, Collection and Transport, Disposal, Salvage, Environmental and Public Health, Pollution, and Agricultural and Food Processing Wastes. (JP)

ED 087 627

SE 017 260

Jay, Winifred Tom
Sex Stereotyping in Selected Mathematics Textbooks for Grades Two, Four, and Six. Pub Date 73

Note-168p.; D.Ed. Dissertation, University of

Available from-University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-28,604 Microfilm-\$4.00, Xerography-\$10.00)

ent Not Available from EDRS.

Descriptors—Curriculum, Doctoral Theses, *Elementary School Mathematics, Mathematics Education, *Research, *Sex Discrimination, *Textbook Research, *Textbooks

Identifiers—Research Reports
The purpose of this study was to analyze the sex stereotyping in selected mathematics textbooks for grades two, four, and six. Twelve text-books which appear on Hawaii's Approved Instructional Material List were chosen. As units of measure, the following four categories were delineated: (1) selected items of interest for classification according to gender; (2) famous males and females; (3) male and female occupations; and (4) unusual non-stereotyped ways textbooks handle traditional roles. The first category was analyzed by 81 students and 30 parents. Both groups classified 113 items as "neutral," 23 items as "masculine," and 9 items as "feminine"; there was disagreement on 15 items. Application of a probability test to the number of items classified as masculine and feminine resulted in (p less than .02). Two adult coders unrelated to the school were used to analyze the other categories. Their data supports the thesis that elementary mathe matics textbooks contain sex bias. Probability tests for the number of famous males (46) vs. famous females (3) revealed (p less than .02). Probability for the number of male occupations (86) vs. female occupations (18) was (p less than .01). The fourth category contained very few en-

ED 087 628

SE 017 261

Reane, Dorothy Louise
An Exploration and Analysis of the Nuffield
Mathematics Teaching Project with Reference to
its Current Use in Selected British Schools.

Note-179p.; Ed.D. Dissertation, Wayne State

University
vailable from—University Microfilms, Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,740 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors— *Curriculum Development, Doctoral Theses, *Educational Programs, Evaluation, *Inservice Teacher Education, *Mathematics Education, Program Descriptions,
*Research, Supplementary Educational Centers, Teacher Education
Identifiers—Research Reports

This study describes the Nuffield Mathematics Teaching Project with respect to its current use in eleven British schools and eight of the Project's teachers' centres. Data were collected by interviews with Nuffield Project staff members, personal observations of schools and centres, examination of materials published by the Project, and a review of literature pertaining to the Project. It was found that the Nuffield Mathematics Teaching Project attempted to effect change in mathematics content and instructional strategies for children aged five to thirteen. Emphasis was placed on a concrete approach to mathematics, discovery learning and the need to relate mathe-matics to real life experiences of children. Materials produced by the Project were teachers' guides written by primary teachers, college teachers and Project team members. The study concluded that the Project had a noticeable im pact on the mathematics curriculum in British primary schools. One of the major forces in shaping the success of mathematics education in primary schools is the teachers' centres. They have contributed both in curriculum development and in-service education for teachers. The role of the teacher centre has now enlarged to include all curriculum areas and serves many purposes deter-mined by local school personnel. (Author/JP)

ED 087 629

Rebhun, Albert Mitchell The Reflective-Impulsive Dimension and Mathematical Performance in the Elementary School. Pub Date 73

Note-135p.: Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-28,970 Microfilm-\$4.00, Xerog-raphy-\$10.00)

raphy-\$10.00)
Document Not Available from EDRS.
Descriptors—*Achievement, Doctoral Theses,
*Elementary School Mathematics, Individual
Differences, *Learning Characteristics, Learning Theories, Mathematics Education,

ing Theories, Mathematics Education, *Research Identifiers—*Cognitive Styles, Research Reports This study investigated the relationship between Kagan's reflective-impulsive dimensions and three levels of mathematical achievement test and three levels of mathematical achievement test performance: computation, concepts, and problem solving. Two hypotheses were formulated: (1) there should be a positive correlation between the index of reflectivity and each of the Metropolitan mathematics tests; (2) the highest of these correlations between the index of reflectivity and mathematics tests scores should manifest itself with the problem-solving test, second highest with the concept test and the lowest with the connequiational test. Tests adlowest with the concept test and the lowest with the computational test. Tests administered were Kagan's Matching Familiar Figures Test (MFF) and the Mathematics Computation, Concepts and Problem-Solving Tests of the 1970 Metropolitan Achievement Tests. In comparing children identified as either reflective

or impulsive according to scores obtained from MFF, reflective children did obtain higher scores (generally) on the mathematics tests than did impulsive children. There were no significant dif-ferences among the obtained correlations between the MFF and the mathematics tests; therefore, the second hypothesis was rejected. (Author/JP)

ED 087 630

SE 017 264

Bargmann, Theodore John
An Investigation of Elementary School Grade
Levels Appropriate for Teaching the Metric Pub Date 73

Note-205p.; Ph.D. Dissertation, Northwestern University

from-University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48:106 (Order No. 73-30,527 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Curriculum, Decimal Fractions, Doctoral Theses, *Elementary School Mathematics, Instruction, *Learning, Learning Readiness, Measurement, *Met-ric System, *Research Identifiers—Research Reports

This study was concerned with identification of elementary school grade levels appropriate for teaching various phases of the metric system. The same unit was taught to 201 elementary school children in grades three through six. Pretests and posttests were used to assess progress made by students in developing skills and understandings related to the metric system. Comparison of grade levels was accomplished by analysis of covariance with 0.01 chosen as the significance level. Differences in grade level had no significant effect in achievement for children's learning the metric system concerning understanding the meaning and approximate sizes of metric units, understanding use of measurement equipment, understanding the organization of the metric system, and the ability to measure length in the metric system using whole numbers. Achievement of grade three was significantly lower than other grades on the ability to measure liquid volume and weight using whole numbers. Grades five and six achieved significantly higher on conversion between metric units, on determination of area and cubic volume, on measurement of length, liquid volume and weight using decimals and on conversion between metric units using decimals. Highest overall achievement in learning the metric system was attained by pupils in grade five.
(Author/JP)

ED 087 631

Schaaf, William L. A Bibliography of Recreational Mathematics, Volume 3.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73 Note-187p

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091

Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Class-room Games, *Games, Geometric Concepts, Instructional Materials, *Literature Guides, Literature Reviews, *Mathematical En-richment, *Mathematics Education, Number Concepts, Probability, Reference Books

This book is a partially annotated bibliography of books, articles and periodicals concerned with mathematical games, puzzles, tricks, amusements, and paradoxes. Because the literature in recreational mathematics has proliferated to amazing proportions since Volume 2 of this series (ED 040 874), Volume 3 is more than just an updating of the earlier monographs. The overall organization of the book has been retained, although there has been a notable rearrangement of subtopics in the interest of economy and clarity. Major changes include (1) the addition of two new sections on classroom games and recessanew sections on classroom games and recrea-tional activities which will be quite useful for teachers; (2) a chronological synopsis of Martin Gardner's popular column in Scientific American; Gardner's popular column in Scientific American, and (3) a glossary of terms related to recreational mathematics. The main topic headings are: Arithmetic Recreations; Number Theory as Recreation; Geometric Recreations; Topological

Recreations; Magic Squares and Related Configu-rations; Pythagorean Recreations; Recreations in Antiquity; Combinatorial Recreations; Manipula-tive Recreations; and Mathematics in Related Fields (JP)

SE 017 304 Mathematics Curriculum Guide, Grades K-6, Volume 1.

Los Alamos Public Schools, N. Men

Pub Date [74]
Note—302p.; This document contains 151 leaves, all of which are 11 inches wide by 8 1/2 inches d require two microfiche frames EDRS Price MF-\$0.65 HC-\$13.16

*Behavioral Objectives, Curriculum, *Curriculum Guides, Division, *Elementary School Mathematics, Games, Instruction, *Instructional Materials, Multiplication, *Number Concepts, Number Systems, Subtraction

This curriculum guide for grades K-6 is the first volume of a two-part series. It is meant to pro-vide an ordered sequence of mathematical concepts from which teachers may organize an arithmetic program allowing for individual stu-dent progress with the greatest amount of in-dividual attention. Each topic is arranged into levels based on the topic's content and not neces-sarily by grade level. Each level contains the following general categories: Concepts, Behavioral Objectives, References and Resources. The objectives are matched with textbooks referenced by pages and with specific resource materials to be used in the instruction. A list of activities that may be used for instruction is also provided at the end of each level. Topics covered include nu-meration, place value, addition, subtraction, multiplication, division and inequalities. Also provided is a list of 54 classroom games that are directly related to the topics included in this guide. For Volume II, see SE 017 305. (JP)

ED 087 633

SE 017 305 Mathematics Curriculum Guide, Grades K-6, Volume 2.

Los Alamos Public Schools, N. Mex

Pub Date [74] Note—262p.; This document contains 131 leaves, all of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Learning, Basic Skills, *Behavioral Objectives, Curriculum, *Curriculum Guides, *Elementary School Mathematics, Fractions, Games, *Geometric Concepts, In-struction, *Instructional Materials, Practical Mathematics

This curriculum guide for grades K-6 is the second volume of a two-part series. It is meant to provide an ordered sequence of mathematical concepts from which teachers may organize an concepts from which teachers may organize an arithmetic program allowing for individual student progress with the greatest amount of individual attention. Each topic is arranged into levels based on the topic's content and not necessarily by grade level. Each level contains the following general categories: Concepts, Behavioral Objectives, References and Resources. The objectives are patched with terchaodic effects and the content of the tives are matched with textbooks referenced by pages and with specific resource materials to be used in the instruction. A list of activities that may be used for instruction is also provided at the end of each level. Topics covered include fractions, money, time, systems of measurement and geometry. Also provided is a list of 54 classroom games that are directly related to the topics included in this guide. For Volume 1, see SE 017

ED 087 634

Pugh, Richard C. And Others

An Analysis of Achievement Behavior in Selected
Mathematics Courses.
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Dute Aug 60

Pub Date Aug 69
Note—46p.; Indiana Studies in Prediction No. 12.
EDRS Price MF-\$0.65 HC-\$3.29
Mathe-EDRS Price MF-\$0.65 HC-\$3.29
Descriptors.—*Achievement, **College Mathematics, **Predictive Measurement, Predictive Validity, Predictor Variables, **Research, Standardized Tests, Student Placement, **Tests The purpose of this study was to determine the relative effectiveness of the College Entrance Examination Board (CEEB) Mathematics Achievements

ment Test, Level I, as an instrument for placing

students in beginning college mathematics cour-ses. For this purppse it was compared with several other variables as predictors of success in the specific courses; passing was considered success in a course. The other variables gathered cess in a course. The other variances gaussies were: number of high school mathematics units; high school class rank (HSR); and the verbal, mathematics (SAT-M) and total scores of the CEEB Scholastic Aptitude Tests. The sample consisted of students in one of seven different beginning mathematics courses offered by Indiana University. Based on several multiple regression analyses, it was concluded that the combination of SAT-M and HSR was the most efficacious predictor of success. More specific results for par-ticular courses and different combinations of predicotr variables are reported with complete statistical results provided in the appendix of this

SE 017 362

Glaser, Anton Neater by the Meter: An American Guide to the Metric System. Pub Date 74

Note-112p.

Available from-Anton Glaser, 1237 Whitney Road, Southampton, Pennsylvania (Paperbound \$3.50, Hardbound \$6.50)

Document Not Available from EDRS.

Descriptors—*Instruction, Instructional Materials,

*Measurement, ards. Teaching *Mathematics Education, *M *Metric System, *Standards,

This booklet is written for the non-technical person and is oriented around the needs of everyday life. The relative size of metric units of received its illustrated through common and familiar objects. This informal approach provides an introduction to units of distance measure, volume, weight, and temperature in the metric system. Part II of this booklet relates some of the historical background of the metric system and presents the latest international recommendations that are not yet in use in many metric countries. Advantages and claimed disadvantages for or against the adoption of the metric system are reviewed and suggested teaching practices for those who want to help others learn the system are presented. (JP)

SE 017 395

Council of Europe News-Letter 5/73.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Education, *Educational Legislation, *Educational Policy, Educational Programs, International Education, *Newsletters, Unemployment, Vocational Education Identifiers—*Council of Europe, Europe

This newsletter contains over 20 reports of varied educational activities in member European countries. The major entries written in English include a discussion of communication between researchers and practitioners from Northern Ireland, a report on the revision of a vocational edu-cation act in Germany, a consideration of unem-ployment among intellectuals and its repercus-sions from Scandinavia, and a Swedish article on photocopying and copyright. (LS)

Council of Europe News-Letter 6/73. Council of Europe, Strasbourg (France). Docu-mentation Center for Education in Europe. Pub Date 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Alternative Schools, *Education, *Educational Change, *Educational Policy, *Educational Programs, International Education, *Newsletters, Teacher

Supply and Demand Identifiers—*Council of Europe, Europe

This newsletter contains 20 reports of varied educational activities in member European countries. The major articles written in English in-clude an industrialist's view of academia; reports from Germany on pilot projects for educational reform, new programs for late elementary grades and alternatives to the university; Irish discussions on adult education; a consideration of conflicts between university and society from the Netherlands; reforms in secondary education in Norway, and a statement of teacher-supply problems in the United Kingdom. (LS)

ED 087 638

SE 017 402

Balter, A. L. And Others

A Review of Research on Teacher Behavior Relating to Science Education.

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 73

Pub Date Dec 73

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (56.50) EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—"Bibliographies, Classroom Observation Techniques, "Educational Research, Instrumentation, Literature Reviews, Reference Materials, Research, "Research Reviews (Publications), "Science Education, "Teacher Rebusings of the Publications of the Republications of the Republicat Behavior

This monograph, published as the first Year-book of the Association for the Education of Teachers in Science (AETS), focuses on three areas of the research literature relating to teacher behavior. The first section presents a review of behavior. The first section presents a review of studies concerned with instrument development for the analysis of teacher behavior in science classrooms. The second section deals with research on teaching involving the systematic observation of classroom behavior. Documents published or made available between 1960 and 1971 are reviewed with an emphasic on studies. 1971 are reviewed, with an emphasis on studies dealing with teacher behavior in science classrooms. The third portion of the monograph ex-amines teacher behavior studies in fields other than science education. Common findings emerging from the research reviewed in this section indicate that teachers dominate classroom talk, and students seldom initiate verbal interaction. Each section includes a summary discussion, a set of recommendations that should be valuable in guid-ing future research in the area of teacher behavior, and an extensive bibliography of the studies reviewed. In all, over 1,300 research studies relating to teacher behavior are listed in the bibliographies. (JR)

ED 087 639 SE 017 405 Smith, Seaton E., Jr., Ed. Backman, Carl A., Ed. Teacher-Made Aids for Elementary School Mathematics. Readings from the ARITHMETIC

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 74 Note-192n

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from

EDIS.

Descriptors—Activity Learning, "Elementary School Mathematics, Fractions, Geometric Concepts, *Instructional Materials, *Manipulative Materials, Number Concepts, Numbers, *Teacher Developed Materials

Identifiers—*National Council of Teachers of Mathematics, NCTM

A collection of articles from the ARITHMETIC TEACHER is presented which are about practical, classroom-tested ideas for the instruction and use of teacher-made instructional aids. These entries deal only with manipulative type aids. They have been selected for the clarity of purpose and relationship to contemporary topics in the ele-mentary school mathematics curriculum. The articles provide sufficient information and specifica-tions so that teachers can construct the aid and tions so that teachers can construct the aid and include directions or examples relative to using the aid for instruction. The organization of topics is based on major strands of elementary school mathematics: whole numbers, numeration, integers, rational numbers, geometry, and measure-

ED 087 640 SE 017 443 Strohm, John, Ed. National Wildlife, Special Issue: Endangered Spe-

National Wildlife Federation, Washington, D. C. Pub Date Apr 74

Available from-National Wildlife Federation, 1412 16th Street, NW, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Biological Sciences, Biology, *Con-servation Education, *Environment, Environ-mental Education, *Natural Resources, Science Education, Secondary School Science, *Wildlife Management Identifiers—*Endangered Species

Identifiers—*Endangered Species
This is the first special issue in the 12-year history of "National Wildlife," and is devoted entirely to endangered species of animals and plants in the United States. An overview of the problem stresses the impact of man's haphazard development, suburban sprawl, and urban pollution upon a fragile environment, resulting in dozens of wild animals throughout the country being in imminent danger of extinction. Immediate action is advocated to control growth, conserve resources. advocated to control growth, conserve resources, and preserve the wilderness. A section dealing with the past illustrates that species are constantly emerging and disappearing, but the evolu-tion of man has greatly hastened the extinction of many forms of wildlife. Lists are provided of extinct, endangered, and threatened species of animals. Until the 17th century, the 62 animals listed as "extinct" flourished in the United States, and most of them disappeared in the 20th century. There are 109 mammals, birds, fishes, reptiles, and amphibians classified as "endangered" species (presently threatened with extinction), and 69 species which are now decreasing at an alarming rate are listed as "threatened." Some answers are suggested to reverse the trend toward the elimination of the nation's wildlife. This publication is extensively illustrated with excellent colored photographs of representative organisms.

SO

ED 087 641

SO 005 390

Rice, Marion J The Case for the Disciplines in the Organization of Social Studies Curricula for Elementary and Secondary Schooling. Pub Date Nov 72

Note-21p.; Paper presented at the Colleges and University Faculty Association of the National Council for the Social Studies (Boston, Mas-

sachusetts, November 21, 1972) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Cognitive Objectives, Concept Teaching, Convergent Thinking, *Cur-Concept Teaching, Convergent Thinking, *Curriculum Development, Curriculum Research, Educational History, *Educational Principles, Educational Theories, Foundations of Education, Fundamental Concepts, *Intellectual Disciplines, Intellectualization, Logical Thinking, Problem Solving, *Social Sciences, *Social Studies, Teaching Techniques

The disciplines, the means by which knowledge is generated and organized, provide a logical framework for the selection and organization of curriculum content. Curriculum development hased on the disciplines facilitates content selec-

based on the disciplines facilitates content selec-tion and cooperation with scientists and is compatible with the training of teachers and public expectancies. A reception psychology of learning parallels the structure of knowledge as a guide to measuring the facilitative effects of disciplined learning. The present trend toward non-cognitive approaches under the rubrics of relevance and olems is self-defeating because it neglects the establishment of orderly and systematic habits of thought. The schools' role is development of literacy and transmission of culture embedded in the rudiments of formal knowledge; thus schools provide foundations for professional training as well as transmission of culture for the masses. A social problems approach to social studies curricula does not transmit knowledge, confuses the role of political action with schooling, and provides a simplistic approach to the solution of complex problems. Curriculum is and ought to continue to be a translation of theoretical knowledge based upon the separate disciplines.
(Author/JH)

ED 087 642

SO 006 197

America in the 20th Century, Grades 11-12, Course of Study. Project # 1009. Ottumwa Community Schools, Iowa.

Pub Date [73]

Note-132p.; A Program to Improve Social Stu-dies Instruction in the Ottumwa Community Schools

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Studies, Course Descrip-tions, Course Objectives, Curriculum Guides, Grade 11, Grade 12, Inquiry Training, Learn-ing Activities, Library Research, *Modern History, Resource Materials, *Social Problems, *Social Studies, Student Projects, Teacher Developed Materials, *United States History, Units of Study (Subject Fields)

Identifiers-Elementary Secondary Education Act

Title III. ESEA Title III

Focusing on America from 1900 to the present, the major social, political, and economic develop-ments in this century are presented in this course for grades 11 and 12. Large and small groups, panel discussions, and individual and group reports are all employed, with an emphasis on research techniques. Each student selects a major problem in 20th century America and does an indepth research project on his topic, including its background, causes, and possible solutions. The course of study contains three sections: Overview Units, and Materials. The overview presents the philosophy, major course objectives, samples of student handouts using the inquiry approach, a course description, major units, sched year-long course, books to be used in the course, and pre and post test. Six units are outlined: The Rise of Industrialism, Reform in America, The U. Rise of Industrialism, Reform in America, The U. S. Becoming a World Power, the Golden Twenties, the New Deal and World War II, and the Challenges of a New Era. A simulation list, two simulation games, and a book, film, and audiovisual list conclude the course of study. (KSM)

Bredamas, John And Others International Education: Past, Present, Problems and Prospects. Selected Readings to Supplement H. R. 14643. House Document Number 527.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date Oct 66

-576p.; Out of Print from Superintendent of Documents; Readings to supplement H. R. 14643; Prepared by the House Task Force on International Education

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Area Studies, Bibliographies, *Cross Cultural Studies, Curriculum Development, Educational Improvement, Educational Legislation, Exchange Programs, Federal Legislation, Foreign Culture, Foreign Relations, Foreign Students, Government Publications, Higher Education, Institutional Role, "International Education, "Student Exchange Programs, Study Abroad, *World Affairs

Identifiers-*International Education Act of 1963 A selection of important readings from the existing literature in the field of international education is brought together in this volume, printed to serve as a guide for members of the House Committee on Education and Labor and the Congress in understanding the tasks for which the In-ternational Education Act of 1963, H. R. 14643, gives support. It is characterized as a comprehensive and substantive compilation of searching and instructive treatises on a broad spectrum of problems and issues in international education. In its consideration of the Act, the Task Force on International Education focused on the development of the capacity of our own institutions of higher education to reach and conduct research higher education to reach and conduct research about foreign lands and world problems. The readings are organized under the following topic headings: higher education and world affairs; internationalizing the curriculum; educational exchanges; education for development; organizing for international education; and international education. A bibliography lists books, conference reports, papers, speeches, and journal articles in the categories of higher education and world affairs, curriculum educational exchanges, US oversea activities, cooperative educational efforts, and resource materials. (Author/KSM)

SO 006 305

Chesler, Mark And Others
The Educational Change Team: An Effort to
Develop a National Facility to Generate and Implement Information and Resources Relevant to
Secondary School Crisis and Change. Final Re-

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Mental Health (D-HEW), Bethesda, Md.; Office of Education (D-HEW), Washington, D.C. Bureau of Research. Pub Date Jul 72

Contract-OEC-0-70-3322

Note—112p.
EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Adoption (Ideas), Change Agents,
*Conflict, Conflict Resolution, Consultants, *Educational Change, Educational Research, Information Dissemination, Institutional Role, Intervention, Models, Networks, *Political Is-Secondary sues, Program Development, Secondary Schools, *Social Change, Summative Evalua-

The final report of a research effort, interracial and multidisciplinary in nature and designed to deal with the politics of change in professional systems, outlines a) a diagnosis of American high schools and consequent change strategies, b) its goals and objectives, c) program outcomes, and d) issues facing the Educational Change Team and others engaged in controversial aspects of school change. The Team conducted basic research to discover, document and illuminate the issues of racism and control of youth which appear as the major institutional conditions leading to educational failure and political crisis in schools. It also conducted a variety of developmental programs to generate alternative models of aspects of secondary education and to design new materials and resources helpful in the change process. A series of regional consultant teams were identified and trained to provide direct assistance to school systems in crisis (Network on Educational Unrest). Further, the ECT trained groups of students, teachers, administrators, and community members in new ways of dealing with school conflicts, and created and disseminated various materials pertinent to school crisis and various materiais pertinent to school crisis and change. Relevant publications available by or from the ECT, a bibliography of school conflict and change, and a list of Team staff members are included in the report. (Author/KSM)

ED 087 645 SO 006 311 Psychology Teacher's Resource Book. First

American Psychological Association, Washington,

Pub Date 73

Note-1860.

Available from—American Psychological Association, 1200 17th St. N.W., Washington,

D.C. 20036 (\$3.00 paperback)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Bibliographies, Book Reviews, Directories, *High School Curriculum, Information Sources, Laboratory Equipment, Library Material Selection, Literature Guides, Periodicals, *Psychology, Publica-tions, *Resource Guides, Resource Materials, Secondary Education, Student Participation, *Teaching Guides, Teaching Procedures, Text-

books A comprehensive review of resources for teaching introductory high school psychology courses provides information on all types of teaching materials, resources, and techniques. The texts reviewed sample a wide range of emphases, content, and reading levels. Books of readings offer valuable information to both in-structor and student. Laboratory manuals are classified by such features as required equipment, knowledge of statistics, and content focus. A review of selected periodicals is followed by a bibliography of easy to read, high appeal books. In choosing among the audiovisual materials, those reviewed are listed by comprehensive sources to provide commentary on film, videotape, slide, and audiotape series. A list of currently available books and articles can be used to supplement usual sources of information or as a guide to develop a library collection. Nun equipment manufacturers are noted, and ad-dresses of national organizations are provided. A section on ways of increasing student involvement illustrates the possible classroom approaches and procedures, while teaching strategies and styles discussed in the following section suggest ways of organizing instruction. Each of the sections has its own reference list. An appendix of publishers' addresses and an author index conclude the resource book. (KSM)

ED 087 646

SO 006 467

Birch, D. R. Allen, D. I. Birch, Children's Association ns with Their Own and Other Countries. Pub Date Feb 73

run Date ren 73
Note—30p.; Presented at Annual Meeting of the
American Educational Research Association,
New Orleans, February 1973
Available from—Faculty of Education, Simon
Fraser University, Burnaby 2, British Columbia,
Canada (\$5.50)

Canada (\$.50) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Age Differences, **Child Development, Cognitive Development, **Concept Formation, Cultural Awareness, **Cultural Tofferences, **Cultural Images, Cultural Interrelationships, Data Analysis, Educational Research, Elementary Grades, Ethnocentrism, Formative Evaluation, Generalization, Maturation, Research Methodology, Speeches, Stereotypes, **World Geography World Geography

*World Geography
An in-progress report of a study exploring the
nature and content of children's concepts of their
own and other countries is presented. Current
literature on early development of concepts of
other people and places is reviewed, followed by
a description of the open-ended procedure
adopted for gathering data. The test is being conducted in Australia, Canada, and the United
States, and is being administered to approximate
the 400 children in grades one, three and six. Stu-States, and is being administered to approximate-by 400 children in grades one, three and six. Stu-dents are asked to write whatever they think in response to the name of eight countries - En-gland, China, Australia, Brazil, Canada, Nigeria and the United States. Responses are content-analyzed with particular attention to number of items, ego-centrism, primary orientation, evaltive comment, and stereotypes. Analysis of partial data from the United States and Canada produces findings that differ from or modify previous investigations in this area as noted in tentative concluding remarks. A summary of responses used for this analysis and forty-seven student responses are reproduced. (Author/KSM)

ED 087 647

SO 006 638

Gould S 1 Social Control and Violence-- The Student Case. International Political Science Association, Brus-

sels (Belgium)

Note—32p.; Paper presented at the Ninth World Congress IPSA (Montreal, 1973) EDRS Price MF-\$0.65 HC-\$3.29

-*Activism, Conflict, Demonstrations Descriptors-Civil), "Dissent, Institutional Role, Literature Reviews, Need Gratification, "Philosophy, "Political Attitudes, Political Issues, Political Power, Role Perception, Social Action, Social Behavior, Social Psychology, Social Responsibility, Student Attitudes, Student Behavior, Student Reaction, Student Rights, Values, *Violence

Student violence reflects conflicts of interest on the matter of political choice and is symptomatic of current reevaluation of the meaning of choice. The rationale for violence varies: Marcuse suggests that government, law and order, are disguised forms of violence; Fanon regards violence as a necessary act of cleansing and self restoration; psychiatrists Laing and Cooper view society as violence but do not see violence as a end in itself. The need to transcend personal anxiation making use of each satismals sets alone. end in itself. The need to transcend personal anxieties, making use of such rationale, acts along with the rationale itself to erupt both collectively and publicly. The possibility of violence appears contingent upon the strength of the assumptions that specific aims are not subject to compromise and that moderate acties are too slow, or upon the agents of social control responding to or in-itiating violence. The vast supply of literature on student unrest allows for exploration of the interplay between intra-university and national issues and the overlap between the cultural and personality elements. Books by W.S. Bakke, Edward Shils, Raymond Boudon, S.M. Lipset and others including various American surveys like the Kerner Report show where these contingencies have resulted in violence. (JH)

ED 087 648 SO 006 696 Cartwright, William H., Ed. Watson, Richard L.,

Jr., Ed.

The Reinterpretation of American History and Culture. National Council for the Social Studies, Washing-

ton, D.C. Pub Date 73

Note—570p. Available from—National Council for the Social Studies, 1201 16th Street, N. W., Washington, D. C. 20036 (\$8.50)

EDRS Price MF-\$0.65 HC Not Available from

escriptors—*American Culture, Bibliographies, Civil War (United States), Colonial History (U-nited States), *Historical Criticism, *Historiography, Minority Groups, Reconstruction Era, Resource Materials, Revolutionary War (United States), *Social Studies, Teaching Guides, Theories, *United States History, Urban Culture. Womens Studies

ture, Womens Studies
The materials gathered in this volume are part
of a continuing 30 year effort to help the social
studies teacher develop understandings in United
States history related to contemporary social issues, to stimulate student and teacher thinking, and to relate recent historical scholarship to the classroom. This book contains 25 studies by distinguished historians which reinterpret various distinguished historians which reinterpret various periods of United States history and related top-ics. The first section, along with an introduction, describes the state of American history. Part two, presenting five chapters on the topic of race and nationality in American history, covers native, Afro, European, Mexican, and Asian Americans. Afro, European, Mexican, and Asian Americans. The third section, on perspectives in the study of American history, includes the topics of women, the American city, war, and intellectual history. In the last section, a substantial part of the book concerned with the reappraisal of the American past, fifteen chapters reinterpret United States history chronologically from the colonial period to 1970. Each author has included extensive references or bibliography. (KSM)

ED 087 649 SO 006 734

ATLAS. Association of Teachers of Latin American Studies. [Newsletter] Volume 3, Number 1. October, 1973.

Association of Teachers of Latin American Studies, Brooklyn, N.Y. Pub Date Oct 73

Note-12p.; Oversized document, actual page

Available from—ATLAS, Box 73, Lefferts Sta-tion, Brooklyn, New York, 11225 (\$4.50 for teachers; \$1.00 for students) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3-3.29
Descriptors—"Area Studies, Current Events, Editorials, Instructional Aids, *Latin American Culture, Literature Reviews, Multimedia Instruction, *Newsletters, Publications, Reading Materials, Resource Materials, Summer Programs, *Teacher Associations, Teaching

The October 1973 issue of ATLAS, newsletter for the Association of Teachers Latin American Studies, is entered into the ERIC system on a one time basis to acquaint teachers ith this resource. This issue reports summer ac tivities and reviews new materials in this subject area. The events of the 1973 summer ATLASarea. The events of the 1973 summer ATLAS-Fulbright Seminar to Mexico are related and up-coming educational and study programs in Latin America are announced for summer 1974. A teacher interest column describes publications, catalogues, teaching aids, and study materials concerned with Latin American studies. Sources for obtaining Latin American news and study programs at universities in the United States are noted. A lengthy media review section covers recently published works on Latin America. A commentary on Chile concludes the newsletter. Issued four times a year, the newsletter is available to members of ATLAS for a membership fee of \$4.50 for teachers and \$1.00 for students.

SO 006 757

Hardy, James M., Ed Shultz, James, Ed.
Perspectives for Social Relevance in Long-Range
Planning.
National Board of Young Men's Christian Associations, New York, N.Y. Research and
Development Div.
Pub Date 73

Note—63p.
Available from—Research & Development, National Council of YMCA's, 291 Broadway, New York, N.Y. 10007, (\$1.00 per copy; 12 copies for \$10.00 Paperbound)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Community Development, Guidelines, Interviews, *Objectives, Operations Research, Planning, Program

Planning, *Social Planning, *Social Problems, Values, *Voluntary Agencies, Volunteers, Vouth

- *Young Mens Christian Association

Twenty-three interviews are compiled to assist the formulation of operational goals as part of the long-range planning of the YMCA. Basic assump-tions about social relevance in YMCA planning and suggestions for YMCA planners in utilizing this monograph are provided in an introduction. A summary of each individual's interview is presented along with summaries of their opinions presented along with summaries of their opinions on 1) the major problems facing U. S. society, 2) a description of the desired society, 3) their impressions of the YMCA, and 4) the optimal potential of the YMCA. The five-year operating goals of the YMCA as formulated on the basis of the interview materials are described within the major areas of program thrusts, style of opera-tions, and resources. Some of the sub-goals within these areas include eliminating personal and institutional racism; strengthening family relation-ships; mobilizing and utilizing greater numbers of volunteers; and implementing an effective management program to monitor and resolve spe-cial operating issues. (Author/KSM)

SO 006 830

Stahl, Robert J. Casteel, J. Doyle Status of Pre-college Psychology in the State of Florida during 1970-71 and 1972-73. A Com-parative Report. Research Monograph Number

Florida Univ., Gainesville. P. K. Yonge Lab.

Report No-RM-8 Pub Date 8 Oct 73

Note-51p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Course Objectives, Curriculum Research, Data Analysis, Educational Needs, *Educational Research, *Educational Status Comparison, *Educational Status Comparison, *Educational Comparison, *Educational Status Comparison, *Educational Compar Trends, High School Curriculum, Instructional Materials, *Psychology, Secondary Education, Student Characteristics, Surveys, Teacher Certification, Teacher Characteristics

The results of a 1972-73 survey of Florida secondary schools concerned with the teaching of psychology are reported and compared to a nilar survey made in 1970-1971. The survey of 1973, a four-page questionnaire, was mailed to 409 schools and gathered 218 responses. A description of the results analyzes and compares data collected in the following areas: which schools taught separate psychology courses, number of students enrolled, school and class characteristics, length of courses, popularity of psychology, student demand, certification and preparation of teachers, type of approach used, course objectives, what topics are included and what topics should be included, and needs for new materials and materials now in use. Three concluding suggestions are that psychology as an instructional discipline for high school requires further definition, that more consideration should be given to the clientele, and that teacher qualifications and certification requirements need description. A brief review of the literature con-cludes with 19 characteristics of the status of precollege psychology. A list of periodicals and jour-nals and an appendix with data in tabular form are followed by references. The 1970-71 survey is ED 073 026. (KSM)

SO 006 833 Youth and the Law. First Edition 1973.
Educational Research Council of America, Cleveland, Ohio. Social Science Program.

Pub Date 73

Note-145p.

Available from-Educational Research Council of America, Rockefeller Building, 614 Superior Avenue, W. Cleveland, Ohio 44113 (\$3.00

each, soft cover)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

EDRS.

Descriptors—"Adolescence, City Problems, Crime, "Delinquency, Delinquency Causes, Delinquency Prevention, Delinquent Behavior, Instructional Materials, Junior High School Students, "Juvenile Courts, Law Enforcement, "Law Instruction, Laws, Socially Deviant Behavior, Social Problems, "Social Responsibility, Social Studies, Stealing, Vandalism, Youth Problems

This student book for the nine week, junior high course "Youth and the Law" addresses juhigh course "Youth and the Law" addresses ju-venile delinquency. The content is organized by chapters dealing with growing up, juvenile crime, causes of delinquency laws, vandalism and shoplifting, and four case studies in delinquency. The students are asked to consider what adolescence is and how it related to social problems in our society, the seriousness of ju-venile crime, why laws are necessary. venile crime, why laws are necessary, common temptations for adolescents that lead to crime, and special laws and legal rights that apply to adolescents. In each chapter the student is asked to either consider or discuss questions on content. The discussion questions are coded for him according to involvement: a simple answer or statement of fact, a more complicated answer calling for discussion and perhaps without a clear-cut solution, an answer involving research or a sophisticated discussion guided by the teacher. Document SO 006 834 is the teacher's guide for this student book. (JH)

Youth and the Law. First Edition 1973. Teacher's Guide.

Educational Research Council of America, Cleve-land, Ohio. Social Science Program.

Note-169n

Available from -Educational Research Council of America, Rockefeller Building, 614 Superior Avenue, W., Cleveland, Ohio 44113 (\$3.00 Avenue,

each; soft cover)
EDRS Price MF-\$0.65 HC Not Available from FDRS

Poscriptors—*Adolescence, Bibliographies, City Problems, Crime, *Delinquency, Delinquency Causes, Delinquency Prevention, Delinquency Behavior, *Juvenile Courts, Law Enforcement, *Law Instruction, Laws, Socially Deviant Behavior, Social Problems, *Social Responsi-bility, Social Studies, Stealing, Teaching Guides, Vandalism, Youth Problems

This teacher's guide to the nine week, junior high course "Youth and the Law" provides a conceptual framework around the facts of the student book of the same title (SO 006 833) that deals with broad issues of law and responsibility The guide helps the teacher convey to students the value of law and helps the student channel his energy, positively, in the realm of law and order. The teacher's guide emphazises student involvement in the process of inquiry as reflected in the question-orientation of the student book and as an inherent aspect of any of the eight suggested themes through which the teacher and student might explore the content of the book. The broad concepts of each chapter are categorized into intellectual disciplines, such as sociology-anthropology, facilitating an evaluation of the entire course in terms of cognitive performance objectives (questions) for each discipline listed in the guide. The specific content of each chapter is ned, filled-out with background material and question notes, and augmented by activities and resource materials to promote student involve-ment. A bibliography of resources for students and teachers completes the guide. (JH)

ED 087 654 SO 006 835 Leamer, Laurence E.

Amer, Laurence E. Dawson, George G.
uggestions for A Basic Economics Library: A
Guide to the Building of an Economics Library
for School, Classroom and Individual. Fifth Edi-

Joint Council on Economic Education, New

Pub Date 73 Note-73p

Note—73p. Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, N. Y., N. Y. 10036 (\$3.00 per copy, soft cover only, no discount)

EDRS Price MF-\$0.65 HC Not Available from

Bibliographies, Bibliographies, Bibliographies, Books, "Economic Education, Economic Research, "Economics, Higher Education, Library Materials, "Library Material Selection, Periodicals, Reference Books, Secondare Education, Legisla, Capital Control of Children Tests." Tout dary Education, Teaching Guides, Tests, Text-books

The annotated listing of books and periodicals is intended for librarians and for educators interested in building a basic economics library at the secondary or college level. Most of the materials cited were published in the 1970's, with a few dating from the 1960's. In addition to full bibliographic information, including price, a purchase priority rate is provided for each item.
General works, textbooks, reading collections works, textbooks, reading collections, periodicals, reference works, research, texts, and bibliographies are listed alphabetically by author bibliographies are listed alphabetically by author under the following nine categories: 1) general economics; 2) economic systems; 3) history of economic thought; 4) economic history; 5) economic goals and related problems; 6) economic resources; 7) economic sectors; 8) economic geography; 9) economic education. An index by priorities, author index, and list of publishers and addresses is also provided. Helpful hints for building an economics library and strategies for keeping it up to date are provided both in a short introduction as well as in the appendix.

ED 087 655 SO 006 845

Cameron, David R. Hofferbert, Richard I. The Impact of Federalism on Educational Spend-ing: Patterns Within and Across Nations. International Political Science Association, Brussels (Belgium).

Note—27p.; Prepared for delivery at the 9th World Congress of the International Political Science Association, Montreal, August 19-25,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Centralization, Comparative Educaescriptors—Centualization, Comparative Educa-tion, Decentralization, Educational Economics, *Educational Finance, *Federal Government, Federal State Relationship, *Financial Policy, *Fiscal Capacity, Foreign Relations, Government Role, Industrialization, International Organizations, Policy Formation, Po Science, Research, *Resource Allocations Political

Identifiers—Europe, North Africa
Drawing on implications suggested by several recent studies in comparative urban research, the extent to which the structure of intergovernmental relations affects the allocations of public funds within a nation is examined. The focus is on edu-cational policy and determining whether differing degrees of centralization affect the outcomes of the policy process. Five hypotheses were tested with nation-level data for 17 countries in Europe and North America and with subnational data for four federal and four nonfederal systems. A systematic difference was found between the federal and the non-federal systems in policy per-formance, with little indication that federal systems either equalize or redistribute the ag-gregate resources of society, perpetuating the regional disparities. While it seems true that the dominant role of the central government in a non-federal system may reduce the magnitude of intra-national variation of education spending, it is nevertheless evidenced that the aggregate allocation of funds to education relative to resource base is highest in the federal nations. Appendices present factor structures for dimensions of indus-trialization and commercialization for 16 nations, and factor structures for dimensions of industrialization and integration of four non-federal and

ED 087 656 SO 006 854

Gillespie, Judith A.

A Rationale for Developing Student Participant Roles in Secondary Schools: The "Comparing Political Experiences" Program. Pub Date May 73

Note—37p.; Speech prepared for th Michigan State University Conference, "Social Educa-tion: An Examination of Purposes and Perspec-

tives" (May 11-12, 1973) EDRS Price MF-\$0.65 HC-\$3.29

four federal nations. (Author/KSM)

Descriptors—Citizenship Responsibility, Conceptual Schemes, Educational Objectives, Educational Strategies, Educational Theories, tional Strategies, Educational Incones, "in-structional Design, Models, Political Attitudes, "Political Science, "Political Socialization, Pro-gram Descriptions, Public Affairs Education, Secondary Education, Skill Development, So-cialization, "Social Studies, Speeches, Student Experience, "Student Participation

The means and advantages of incorporating participation experiences into an instructional program to promote the development of effective student participant roles are presented in this paper. Several alternative approaches are paper. Several alternative approaches are reviewed historically and three types-observer, action, and competency-are discussed. A ra

tionale for a competency-based approach is explained as one in which students gain basic politi-cal knowledge through a framework which compares and explains common political experiences; basic intellectual skills are gained through par-ticipation in class and school activities; and par-ticipation competenceis are developed through ticipation competences are developed through continuous activities in school political life. Such a program, Comparing Political Experiences, is described as developed by the High School Politi-cal Science Curriculum Development Project at Indiana University, The goal of this program, social self-fulfillment, the underlying assumptions, and implications are reviewed. These assumptions and evidence to support them generate an argu-ment for this approach to social studies education which is diagrammed and summarized. The con-clusion traces the argument, points out further problems and prospects, and confirms this program as a means to constructively advocate participation without promoting particular political structures, roles, or issue positions. (KSM)

ED 087 657 SO 006 873 Cross. M. R. Cross, M. K.
Comparative Religions.
Millcreek Township School District, Erie, Pa.
Report No—14-2104
Pub Date [74] Note-57p.

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Course Objectives, *Curriculum Guides, Questioning Techniques, *Religious Cultural Groups, Religious Diferences, *Religious Education, Secondary Grades, Short Courses, *Social Studies Units, *Curriculum

Teaching Methods

The two week course on comparative religions for secondary grade students consists of nine mini-packets. Course objectives for each student are to write a paragraph explaining the fundamental doctrines and concepts of the world religions that he chooses to study and to list the name and address of specific places of worship in name and address of specific places of worship in the county in which he lives. Teaching techniques, including large and small group discussion and independent study, treat the fol-lowing topics: Judaism, Catholicism, Eastern Orthodox and Eastern Catholic Rite, Protestant Faith, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Each unit has its own rationale, statement of concepts, planning section for allocation of days for required activities, reading as-signment, and performance exercises. Discussion estions are provided for some units. No major bibliography is attached. Books on world religions must be made available through the school resource center. (Author/RM)

ED 087 658 SO 006 874 Nold, Joseph J. Outward Bound Approaches to Alternative Schooling, A Preliminary Paper. Colorado Outward Bound School, Denver.

Pub Date Apr 73 Note-30p.

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Affective Objectives, *Alternative Schools, Camping, *Educational Experiments, *Alternative Educational Opportunities, Enrichment Ex-perience, Experimental Programs, Field Ex-perience Programs, Humanization, Human Relations, *Human Relations Programs, Intergroup Relations, *Outdoor Education, Physical Education, Program Descriptions, *Self Con-

cept Outward Bound is an educational experience of self-discovery that uses challenges found in a natural setting as the teaching medium. Program adaptations of Outward Bound concepts and methods for alternative education fall into five categories: 1) motivational programs, 2) human relations programs within a school, 3) alternatives to traditional physical education, 4) curriculum to traditional physical education, 4) curriculum enrichment, and 5) faculty development. Six descriptions of programs in New Jersey, Colorado, and Massachusetts illustrate these categories. Incorporating Outward Bound in schooling processes places strains upon finances, school administrations, and teaching faculties; moreover, activities are sometimes dangerous, represent a conflicting educational phik and can create an exclusive group within a school. Documentation and follow-up research of programs exists but is limited; nevertheless it is clear that such programs can reach a wide cross section of students in a personal way, that faculty

respond with as much enthusiasm as students, and that better communications and human rela-tions develop when Outward Bound is the catalyst between disparate groups. ED 061 160 is a related document. (Author/JH)

ED 087 659 SO 006 875

Nyrop, Richard And Others
Area Handbook for Syria.
American Univ., Washington, D.C. Foreign Area

Report No-DA-PAM-550-47

Pub Date May 71

Note—169p.
Available from—National Technical Information
Service, Springfield, VA 22151 (AD-735-004,
\$1.45); Superintendent of Documents, Government Printing Office, Washington, D. C.,
20402 (D101.22; 550-7, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Area Studies, Cultural Rescriptors—"Area Studies, Cultural Background, Demography, "Developing Na-tions, Economic Change, Economics, "Foreign Culture, Foreign Relations, Geography, Guides, History, "Middle Eastern Studies, Military Or-ganizations, National Defense, Social Attitudes, Social Systems, Sociocultural Patterns, Values Social Systems, Sociocultural Patterns, Values Identifiers—*Syria This volume on Syria is one of a series of hand-

books prepared by the Foreign Area Studies (FAS) of the American University, designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. An extensive bibliography and a glossary are provided. A related document is ED 080

ED 087 660 SO 006 876

Huether, Carl A. An Interdisciplinary Approach to Population Dynamics.

Pub Date Apr 73 Note-17p.; Presented at the Annual Meeting of the Population Association of America, (April 26-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Behavior Change, Course Descriptions, Curriculum, Edu-Change, Course Descriptions, Curriculum, Co-cational Objectives, *Environmental Education, Higher Education, *Interdisciplinary Approach, *Population Education, Social Change, *Social *Population Education, Social Change, *Social Studies, Social Values, Speeches, *Teacher Education

Population dynamics, broadly defined, can be effectively taught in an interdisciplinary fashion. This course for junior and senior undergraduates is taught by an anthropologist, biologist, demographer, economist, and geographer. It is 75 percent lecture, 25 percent panel discussion with film presentations and has been used successfully as an NSF funded summer institute for teachers.
The course content is divided into three areas:
first, human evolution and its corresponding culirist, numai evolution and its corresponding cul-tural and demographic factors; second, man's ex-istence in relation to environmental factors and economic considerations; third, political activities and practical methods for limiting population, in-cluding moral and ethical considerations. Educa-tors in population should realize that they are committed to changing values as well as clarifying them. The incorporation of population education in our schools is a particular goal for that reason. Process education which emphasizes "doing" to promote "understanding" is another important concept for furthering the population educa-tionist's goals. (JH)

ED 087 661 SO 006 877

Precourt, Walter E. Explorations in Cultural Premises of Social Dif-ferentiation. Pub Date Nov 73

Note-8p.; Presented at the American Anthropological Association Meetings, New Orleans, Louisiana, November 1973 at the American

EDRS Price MF-\$0.65 HC-\$3.29 EDRS Price MF-80.65 HC-83.27 Descriptors—*Anthropology, Cross Cultural Stu-dies, Cultural Interrelationships, *Educational Anthropology, Educational Principles, Ethnolo-gy, Learning Processes, *Nonformal Education, Socialization, *Social Sciences, *Sociocultural

This paper presents the conceptual basis for a research study of thirty-seven societies to in-vestigate the educational function of initiation ceremonies and secret societies. "Hidden curricuis the term chosen for the precepts passed on within certain cultural institutions of a society. The author hypothesizes that in a tribal society, nidden curriculum will function in the form of tribal initiation to inculcate an egalitarian con-sciousness and that in a chiefdom it will function as a secret society that will articulate individuals on the basis of social differentiation; thus, the contrasting aspects of the institutions are seen to be indicative of the type of societal organization. In the stratified state with a formal class structure articulation of individuals would be determined initially by birth and later by various secondary mechanisms of a limited, nonsecret nature. The formal hypotheses drawn from these ideas are borne out by the research study. Correlation coefficients between the variables for the study are found in an appendix. (JH)

Carroll, Thomas G.

SO 006 879

Transactions of Cognitive Equivalence in Hidden Curriculum Domains, "Work" and "Play." Pub Date Nov 73

Note-11p.; Presented at the American

Note—I1p.; Presented at the American Anthropological Association Meetings, New Orleans, Louisiana, November 1973
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Age Differences, *Cognitive Development, Cognitive Processes, Concept Formation, Cultural Images, *Educational Anthropology, Educational Research, Employment, *Ethnology, Interaction, Literature Reviews, Play, Sociocultural Patterns, Student Tagecher Polationship, Virual Measures *Work* Teacher Relationship, Visual Measures, *Work

Exploratory research on some aspects of the cultural theory of education in concept develop-ment are reviewed and the research findings are outlined. Three hypotheses tested are 1) that children will have cultural mappings (systems of codes for perception and action) that differ from adults; 2) that children at different ages will show a development in the complexity of these rules; and 3) that this development will be in the direction of the rules held by those who have a stable and consistent pattern of effectively struc-tured encounters with the children. The outline of the findings focuses on the development of selected dimensions of the work domain found in children in a suburban elementary school from ages 5 to 12 using a picture-sorting technique. Cultural premises of work held by children and adults are stated. It is shown that children and adults who share the same cultural premise about work have used that premise to construct dif-ferent work protocols. Young children seem to use principles that are unidimensional and perceptionally concrete, while adults have categories that are complex, multidimensional and percepabstract. The development in complexity for children is toward the adult principles. The findings demonstrate that children have principles of cognitive mapping that are internally con-sistent and different from those of adults. (Author/KSM)

ED 087 663 SO 006 881

Resource Guide in Economic Education for Sauk Rapids Public Schools, Grades K-3. Saint Cloud State Coll., Minn. Center for Economic Education.: Sauk Rapids Indepen-dent School District 47, Minn.

Note-65p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Curriculum Enrichment, *Economic Education, Economics Elementary Grades, *Elementary School Curriculum, Fundamental Concepts, Grade 1, Grade 2, Grade 3, Kindergarten, *Relevance (Education), *Resource Guides, *Social Stuffer

dies

This five-part resource guide, giving teachers clear identification of and access to economic concepts and activities, provides examples of how basic economic concepts and practices can be meaningfully and systematically incorporated in K-3 social studies. Part I lists major economic generalizations for grades K-3 to provide teachers with a systematic framework for developing their own curriculum. Part II contains classroom activiown curriculum. Part II contains classroom activi-ties for implementing the economic generalizations at each grade level. The learning activities are intended to relate children's experiences to the economic generalizations. Part III contains sample teaching units for each grade level, including economic concepts, teaching methods, and classroom activities. Part IV lists economic terms necessary for an understanding of the major economic generalizations. Part B identifies reference and resource materials in economic education for teachers and pupils. (Author/JH)

Nappi, Andrew T.

An Evaluation of Award-Winning Elementary
Teaching Materials from the Kazanjian Pro-

gram, Pub Date [73]

Note-28p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, *Economic Education, Economics, Educational Research, *Effective Teaching, Elementary Grades, *Elementary School Students, Evaluation, Instruc-tional Materials, *Program Effectiveness, Pro-gram Evaluation, Resource Units, Social Stu-dies, Social Studies Units, Teacher Workshops, Training, *Transfer of Training Identifiers—*Kazanjian Foundation Awards

This report investigated the effect of Kazanjian Foundation Award Programs for Teaching Economics (KFAP) on elementary school childeen, grades four through six. The research was designed around three groups - users of Kazanjian materials with teacher training, and users of normal curriculum materials. Teacher training consisted of a fiveweek summer session using four randomly selected KFAP units with follow-up during the school year. Student progress was measured by pre and post instruction use of the Test of Elementary Economics and pre instruction use of the John Flanagan Test of General Ability. Teacher progress was measured by pre and post instruc-tion use of the Test of Elementary Economics and pre instruction use of the Test of Economic Understanding (TEU). After statistical analysis, the data indicated a significant contribution to the understanding of economic concepts and practices among elementary students by Kazanjian materials. Moreover, training of the teachers gave students a comparative advantage. Teacher competency in economics measured on the TEU also contributed to improved student per-formance. The results reinforced continuation of the Kazanjian program and suggested the useful-ness of further follow-up research. (JH)

Case Studies of Educational Innovation: IV. Strategies for Innovation in Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 73 Note-298p.

Note—298p. Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$8.00)
EDRS Price MF-\$0.65 HC Not Available from

FDRS.

Descriptors-*Case Studies (Education), Comparative Analysis, "Comparative Education," Com-parative Analysis, "Comparative Educational Comparative Educational Change, "Educational Innovation, Educational Policy, Educational Principles, "Educational Research, Educational Strategies, Educational Theories, Individual Power, Institu tional Role

The present study is an analysis of 17 case studies on innovation, organized by the Council for Educational Research and Innovation for the Council of the Organisation for Economic Co-operation and Development. The general purpose of the case studies is to achieve more understand-ing of the change process in education in relation to political, administrative, organisational and educational dimensions. The research approach involves a study of innovations at the central, re-gional, and school levels of the educational system. Volumes I, II and III of this series present system. Volumes, I and in our series present the case studies. The first and second chapters of this fourth volume establish the theoretical framework of the study. Chapters III, IV and V review the reports and examine certain aspects in the descriptions of each of the institutions at each level in an attempt to identify common or con-trasting features. Chapter VI looks at educational innovation from the individual's point of view.

Alternative roles of research in educational innovation are explored in Chapter VII. Chapter VIII examines some of the factors explaining riers and unintended effects in innovation. Chapter IX synthesizes findings to use them as a basis for discussion about roles and functions of different institutions at various levels in the educational system. Annex I lists the location and researcher for each of the case studies; Annex II presents a draft of the revised guidelines for the case studies. (KSM)

Alpen, Morton Curriculum Significance of the Affective Domain. Pub Date Mar 73

Note-28p.; Paper presented to Professors of Curriculum Annual Meeting Minnesota, March 16-17, 1973) EDRS Price MF-\$0.65 HC-\$3.29 (Minneapolis,

Descriptors-*Affective Objectives, Curriculum Development, *Curriculum Evaluation, Curriculum Research, Educational Change, Educa-tional Objectives, *Educational Philosophy, Educational Trends, *Humanization, *Learning

Theories, Training Objectives In this paper the affective domain entails provision for the growth of attitudes and behaviors that deal with feelings, emotions, values, and in general the personal concerns of students. Its place in curriculum can emerge from an exploration of the following questions: To what extent can we identify and describe a distinct affective curriculum? Should it be encouraged and dis-seminated? Can it succeed as an established movement? Interviews with three educators, a university staff member, a director of an alternative school, and an elementary school curriculum specialist, all advocating and working within an affective approach in education, were the means for discovering the actual role of affective education in curriculum. The interviewees responded to inquiries about the sources in literature for their programs, their goals for students, their view of affect as an end or as a means in curriculum, the state of being of their curriculum, their preparation of teachers, and evaluation or observations of their programs. With the exception of the curriculum specialist, who had well thought-out-curriculum materials, the interviewees had little to contribute toward defining the role of the affective domain in curriculum, casting doubt on the success of the affective movement. (JH)

SO 006 917

Meserve, Herbert Student Reactions to Social Studies Simulations: A Case Study: Occasional Paper Number 73-3. State Univ. of New York, Stony Brook. American Historical Association Education Project.

Note-8n

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Games, *Economic Edu-cation, Economics, *Educational Games, Grade 11, Instructional Materials, Relevance (Educa-tion), Secondary Grades, *Simulation, *Social Studies, Student Reaction, *Teaching Techniques

This occasional paper excerpts student reaction to the social studies simulation "Economic Systems," developed by Academic Games As-sociates. Introductory remarks by the series editor emphasize the importance of a debriefing session to allow the relationship of simulation and learning objectives to be assimilated. In this case study, the game is used as a tool to reinforce study, the game is used as a tool remitore conomic concepts studies taught previously through reading assignments from "American Capitalism" by Laurence Leamer and Dorothy Thompson. The beginning level of the game, "- Production, and Consumption," includes the Production, and Consumption," includes the three economic roles of worker, farmer, and manufacturer, for which the students divide into three, eight man groups and play for three class periods. The excerpted reactions, part of a fourth class period devoted to debriefing, cover the purpose of the games, what was learned, problems encountered, and recommendations for future use. The teacher feels that the game makes concepts concrete, fulfilling his objectives to develop an understanding of supply and demand, price determination, the interrelationship of different roles in society, and the effect of collective action. (JH)

ED 087 668

SO 006 920

Taylor, Charles Tanter, Raymond he Computer-Aided International Teaching (CAIR) Package.

Michigan Univ., Ann Arbor. International Data Archive and Analysis Center. Report No-AD-762-809; RR-2 Pub Date May 71

Available from-National Technical Information Service, Springfield, Virginia 22151 (AD-762-809, MF 1.45; HC 3.50)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, Conflict Resolu-tion, *Data Analysis, Data Processing, Factor Analysis, Poreign Policy, "Foreign Relations, Higher Education, Instructional Materials, Mathematical Models, Multiple Regression Analysis, "Political Science, Problem Sets, Problem Solving, Teaching Methods,
*Teaching Techniques, World Affairs
As presented in this report the basic purpose of
CAIR (Computer-Aided International Relations

Teaching) is to introduce university students and policy analysts in government agencies to sub-stantive data analysis in the field of international studies. The student will be exposed to quantitative political science, learn the role and limitations of its tools, and gain confidence in using them. The policy analyst will practice the developing and evaluating of his ideas empirically. The instructional package reveals the interrelationships between research design, data, statistical analysis, and computer usage. It has three phases: an elementary introduction to quantitative international affairs, a set of exercises in interactive computer processing, and a survey of methods and data being used by scholars in international affairs. The second and third phases involve collections of modules, each presenting a particular data set, methodology, or theoretical package. Readings accompany the phases; in-structional material is geared to both computer and noncomputer exercises. This report describing CAIR also includes examples of its use as well as an appendix. containing a data set on National Attributes and Conflict Behavior. (JH)

ED 087 669

Gorman, Joanna F., Ed. The Social Worker and Family Planning. Based on the Proceedings of the 1969 Annual Institute for Public Health Social Workers. PHS-2166.

Health Services and Mental Health Administra-tion (DHEW), Rockville, Md. Maternal and Child Health Service.

Report No-PHS-2166

Pub Date 70

Note-131p.; Based on the Proceedings of the 1969 Annual Institute for Public Health Social Workers

Available from-Superintendent of Documents, Government Printing Office, Washington, D.C., (\$.60)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Clinics, Conference Reports, Contraception, *Family Planning, *Health Programs, Higher Education, Social Welfare, *Social Work, *Social Workers

This publication consists of papers presented at the 1969 Annual Institute for Public Health Social Workers. The theme of the institute focused on family planning in the context of maternal and child health services, on examples of social work practice in family planning, and on the educational needs of social workers as related to this practice. In Part I of the publication, papers concerning the sociological, public health, and medi-cal aspects of family planning are presented. The papers in Part II are directed more specifically to the social worker's role in family planning. Papers that deal with social work education and family planning are presented in Part III. Names and addresses of members of the planning committee, of the Institute faculty, and of participants in the in-stitute as well as a program schedule are provided in the Appendix. (Author/RM)

ED 087 670

Crisis Paper No. 33. The Energy Crisis.
Atlantic Information Centre for Teachers, London (England). Pub Date 10 Dec 73

Note-23p.

Available from—Atlantic Educational Publica-tions, 23/25 Abbey House, 8 Victoria St., Lon-don, SW 1H OLA (\$.75 for single copies, \$.55 for 12 or more copies; subscription for seven consecutive issues \$4.50)

Document Not Available from EDRS.

Descriptors—Course Content, Current Events, escriptors—Course Content, Current Events, Economic Climate, "Energy, Environmental Education, Foreign Relations, "International Education, "Natural Resources, Newspapers, Political Issues, "Press Opinion, Resource Materials, Secondary Education, "Social Studies Woold Affoirs" dies. World Affairs

This Crisis Paper is thirty-third in a series which expands the analysis of the crisis under discussion to provide a multi-national view of the issue by quoting comment from a selection of newspapers and journals of several countries. A brief introduction outlines the history and background of the energy crisis, emphasizing the underestimated demand for oil and the overestimated amount of accessible oil outside the Middle East. Journal and newspaper articles from six countries--United States, France, West Germany, Japan, Egypt, and United Kingdom--follow, ranging in date from April to November 1973. A twopage commentary underlines major problems brought out in the articles and summarizes the political and economic implications which are analyzed in the comments. A list of four basic policy questions implicit in the energy crisis conclude the issue. (Author/KSM)

ED 087 671 SO 006 929 Permanent Education: The Basis and Essentials. Council for Cultural Cooperation, Strasbourg

Pub Date 73

Note-69p

Available from—Manhattan Publishing Co. 225 Manhattan Publishing Co., 225 Street, New York, N.Y. 10012 Lafayette Lafayette

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors-*Adult Education, Change Agents, *Continuation Education, Educational Change, Educational Demand, Educational Development, *Educational Innovation, *Educational Needs, Educational Objectives, *Educational Research, Relevance (Education) Identifiers—*Europe

In 1970 the Council for Cultural Co-operation of the Council of Europe (CCC) commissioned 15 studies on the concept of permanent educa-tion and its implications for a changing European society. This synopsis presents in a succinct form the main ideas and proposals contained in these studies, recasting them into main sections on the needs for a new concept of education and on how to meet the new needs. The titles of the original studies, which may still be obtained from the Division of Out-of-School Education, Council of Europe, Strasbourg, are as follows: Permanent education, an agent of change; A prospective view of permanent education; Continuing education for adults; The organisation and financing of post-work education; Adult motivations to thought structuralisation; Psycho-sociological research into the paths and phases of intellectual maturation and the desire for knowledge; Preschool education in Europe; Impact on the school of innovations in out-of-school education; Restructuring education; Permanent education and community development; The development of permanent education; Recurrent education; The concept of permanent education and its application; Sociological motivations and cultural prospects of permanent education; and Permanent education, a strategy of social action. (Author/RM)

ED 087 672 SO 006 930

Summer Institute in Social Science Methodology: Sociology, Psychology and Political Science for High Ability High School Students. Final Re-

Illinois State Univ., Normal. Dept. of Sociology -

Anthropology.

Spons Agency—National Science Foundation, Washington, D.C. Pub Date 73

Note-33p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accelerated Courses, Course Descriptions, Course Objectives, Course Organization, *High Achievers, *Methodology,

Political Science, Program Evaluation, Psychology, *Research Methodology, Seconda-ry Education, *Social Sciences, Sociology, *Summer Institutes

The 6-week summer institute program provided 56 high achieving secondary school students with So nign achieving secondary school students which exposure to the social science disciplines. The major objectives of the training program were as follows: 1) to provide a combination of unique social experiences to high ability students which would be sufficiently challenging to motivate them toward commitment to advanced training and careers in the social sciences; 2) to introduce students to the scientific process as applied to social science investigation; and 3) to provide students the opportunity to engage in an indepen-dent research project. Guest lecturers discussed their own research findings during the initial two week segment and provided the students with the foundations of social science methodology. During the second 2-week segment, students were of-fered their choice of five of seven modules, each 3 days in length, in political science, sociology, and psychology. Attempts were made by the in-structor in each module to illustrate the application of social science methods to the various sub-stantive areas. Several field trips were also taken during this time. The final two weeks of the institute were spent on individual research with staff supervision and assistance. Evaluations showed that the concept of the Institute was useful and that the program was successful in meeting its objectives. (Author/RM)

ED 087 673

SO 006 931

Ryba, R. H. The Geography of Education and Educational

Pub Date [71] Note—7p.; Summary of paper presented at the International Geographical Congress (22nd, Quebec), Symposium CA7, "Geography in Education"

EDRS Price MF-\$0.65 HC-\$3.29

Planning, *Demography, Education, Educa-tional Development, *Educational Planning, *Educational Research, Educational Trends, Geographic Concepts, *Geography, *Human Geography, Intellectual Disciplines, Research

The geography of education is a field which is generally neglected by geographers, despite the large number involved in education. This paper offers a conceptual framework for such studies emphasizing educational planning. Within the area of human geography are at least three possibilities for the geography of education: the geo-graphical examination of factors underlying education, the examination of the spatial patterns of educational phenomena, and the role of education as a factor influencing the geographical pat-terns of other social and cultural phenomena. Though some work has been done in the first area by non-geographers, more could be done to relate the physical and human environment to educational phenomena. Analysis of spatial patterns of educational phenomena has just begun. Patterning of education values, attitudes, and op-portunities could produce valuable planning data. In the third area, research indicates that education effects human perception of the environ-ment, which ultimately shapes that environment. There are vast implications here for economic considerations in educational planning. This conceptual outline should help to stimulate interest in the geography of education and educational planning. (References are appended.) (JH)

ED 087 674 SO 006 933 Population and Family Education Teaching Materials: A Bibliography (Provisional). United Nations Educational, Scientific, and Cul-tural Organization, Bangkok (Thailand). Re-

gional Office for Education in Asia

Pub Date May 73 Note—74p.; This oversized document contains 37 pages each of which will require two rofiche frames

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors.—*Annotated Bibliographics,
*Bibliographics, Curriculum Guides, Elementary Education, *Family Life Education, *Family
Planning, Higher Education, Kindergarten,
*Population Education, Resource Materials,
Secondary Education, Sex Education, Teaching
Guides, Textbooks

This annotated bibliography of population edu-cation teaching materials was prepared from documents available in the Population Education Clearninghouse collection of the UNESCO Regional Office for Education in Asia. Most of the gional Office for Education in Asia. Most of the materials were published in the 1970's, with the exception of a few which date from the 1960's. In addition to full bibliographic information, the following information is provided for each entry: level of education for which curriculum materials are intended; content of those materials; subjects of formal education into which the materials are be integrated; whether a bibliography or list of teaching aids is furnished; the country to which the materials refer; and general remarks on the item. Citations are listed alphabetically by author under the following headings; 1) bibliographies; 2) self-teaching guides or textbooks; 3) documents dealing almost wholly with family life and sex education; 4) documents containing populasex education; 4) documents containing popula-tion education curriculum materials. Addresses of sources from which to obtain materials are also provided. (Author/RM)

ED 087 675

SO 006 934

Lee, Everett S. Bouvier, Leon F.
Population Profiles; A Series of 14 Units, Plus Extras, for the Study of Demography. Numbers 8

Center for Information on America, Washington. Conn.

Spons Agency—Commonwealth Fund, New York, N.Y.; Population Council, New York, N.Y.; Rockefeller Foundation, New York, N.Y. Pub Date 73 Note-16p.

Available from—Center for Information on America, Washington, Conn. 06793 (\$.50 each; 20 percent discount on 10 or more copies)

Document Not Available from EDRS.
Descriptors—City Demography, Curriculum Enrichment, *Demography, *Ethnic Studies, Futures (of Society), *Human Geography, Instructional Materials, *Minority Groups, *Population Distribution, Population Educa-tion, Population Trends, Racial Distribution, Secondary Grades, Social Studies, Sociocultural Patterns, Urbanization, Urban Population, Urban Studies
"Growth and Future of Cities" and "The Na-

tion's Minorities" are units eight and nine, respectively from the fourteen-units series Population Profiles. The former initiates its consideration of our urban future with two divergent points of view on population distribution. Those views are brought into perspective by an historical investigation of urban development followed by a discussion of present day trends in population di tribution as evidenced in specific urban popula-tions. The implications of such trends as population migration, new town development, and other forms of urbanization are open for consideration. "The Nation's Minorities" is a look at those "The Nation's Minorities" is a look at those groups, not accepted into the mainstream of society, through three theoretical models, the melting pot, Anglo conformity, and cultural pluralism. The groups identified and discussed are American Blacks, Puerto Ricans, Mexican Americans, Chinese and Jananese Americans, and icans. Chinese and Japanese Americans, and American Indians. Maps, charts, and graphs de-pict demographically pertinent information about each group, such as location, education, occupation, and income level. Each of the Population Profiles concludes with a list of references. (JH)

ED 087 676

SO 006 935

From Geographic Discipline to Inquiring Student.
The High School Geography Project. Final Re-Association of American Geographers, Washing-

ton. D.C Pub Date 70

Note-108p.

Available from—Association of American Geographers 1710 Sixteenth Street, N.W., Washington D.C. 20009 (\$1.00 each)

EDRS Price MF-\$0.65 HC Not Available from

EDRS.

Descriptors—Bibliographies, Concept Teaching, Curriculum Development, Curriculum Evaluation, Geographic Concepts, *Geography Geography Instruction, *Human Geography, Inservice Teacher Education, Methodology, Projects, Secondary Grades, *Social Studies, *Summative Evaluation, Teacher Education

Identifiers—*High School Geography Project
This is the final report of the High School
Geography Project (HSGP), born of a joint committee of the National Council of Geographic Education and the Association of American Geographers, 1959-1961. Chapter one presents an interim, rather than final, assessment of the project as it stood in the summer of 1970, at its completion. Chapter two discusses the principle materials of the project, its objectives, teaching strategies, and content. Chapter three is a per-sonal account of decisions and actions from 1964-1969, having a basic impact on the evolution of the final product. Chapter four examines the role of evaluation in the development of the role of evaluation in the development of HSGP materials. Chapter five describes the preparation and dissemination of teacher educa-tion materials. The social history of the project is set forth in chapter six. The body of the report concludes in chapter seven with a look ahead toward further, recommended action. The appendices include a list of project participants, a pro-ject chronology, a list of project publications, an inventory of project materials, all the overview charts for the project units, a bibliography on the project itself, and a summary of financial support and expenditures. (Author/JH)

ED 087 677 Indicators of Performance of Educational Systems.

Organisation for Economic Cooperation and

Development, Paris (France). Pub Date 73

Note—99p. Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, D.C. 20006 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Cost Effectiveness, Curriculum Development, Economic Develop-ment, Educational Development, *Educational Objectives, *Educational Planning, Educational Policy, Equal Education, Evaluation Criteria, Government Role, Individual Needs, Manpower Needs, *Measurement Goals, *Performance Criteria, Relevance (Education), Social Influences, Socialization, *Social Values Identifiers—Quality of Life
This report is an outline of a system of indica-

tors for evaluating performance of educational systems and grows out of OECD work on social indicators. Existing statistical data on education consists of "inputs". The desire expressed in this study, however, is to measure "outputs" or actual system performance. Whenever a relationship exists between a statistical measure of education and a notion of welfare or well being it is called, for the purposes of this report, an indicator; i.e., it measures output or performance. In elaboration on possible goals of education, indicators have emerged "naturally" in this report. After a short introductory chapter, the second chapter discusses approaches and methods toward selection of goals, evaluation and construction of indicators. Possible goal areas in education discussed in chapters 3-7 are "Transmission of Knowledge and Skill," "Education and the Economy," "Equality of Educational Opportuniry," "Provisional Educational Services for In-dividual Requirements," and "Education and the Quality of Life." These chapters make precise statements on the different emphases that are possible inside a general area and, within those " subareas", discuss possible indicators and the as-sumptions required for their construction. When a specific indicator emerges from the considera-tion of goals, the policy implications of its varia-tion are discussed. ED 069 018-ED 069 023 are related documents. (JH)

Joseph, A. And Others.

Indian Educational Material: Annotated Quarterly
Bibliography. Volume 7, Number 3. (Period
Covered: July-September 1972)

Indian National Scientific Documentation Centre,
Delbi:

Delhi

Spons Agency—Office of Education (DHEW), Washington, D.C. Report No—TT-72-51009/03 Pub Date Sep 72

Note—89p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Agricultural Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Educational Administration, Educa-tional Development, Educational Practice, Edu-cational Problems, Educational Research, Educational Strategies, Evaluation Methods, *Foreign Countries, *Public Education, Teacher Education, Teaching Methods, Technical Education, Vocational Education, Womens Studies

Identifiers-*India

One hundred and sixty abstracts of articles appearing in periodicals and newspapers make up this quarterly publication on education in India. Many topics are covered, some of which are policy and planning, academic achievement, ad-ministration and organization, adult education, curriculum and educational psychology. The abstracts are indexed by the thirty-four topic categories. A special section is on agricultural education. A list of periodicals from which the articles have been chosen is included. A related document is ED 076 485. (KSM)

ED 087 679 SO 006 940 Federal Textbook on Citizenship. Our United States. Becoming a Citizen Series. Book 2. Revised 1973.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C. Pub Date 73

Note-141p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Acculturation, Adult Education
Programs, American Culture, *Citizenship, *Citizenship Responsibility, Civics, Constitu-tional History, Democratic Values, Government Role, Immigrants, Political Science, Political Socialization, Public School Adult Education, Socialization, Social Studies, Textbooks, *United States History, Vocabulary, Voting Identifiers—*Naturalization Programs

This Federal textbook on citizenship is designed to familiarize immigrants with the United States and the English language. Comprised of 17 chapters, the first few introduce the foreign-born to the American community, help him find a home, a job, and the security available to him despite his alien status. Several other chapters, namely, "Work in America," "Our to him despite his alien status, several onice chapters, namely, "Work in America," "Our American Ways," and "Getting Ahead in America" accustom him to the opportunities, services, and diversity of the United States. Three chapters on United States history and the Constitution in troduce our present governmental system. Two more chapters describe the people and the events that made America a world power. The final chapters deal with attaining citizenship and voting intelligently. The text concludes with the Declara tion of Independence and the Constitution. Each chapter contains questions stressing the proper usage of new terms and reinforcing the ideas covered in the text. A glossary at the end of the text helps the student with difficult terms. Related documents are ED 059 920 and ED 059 111. (JH)

ED 087 680 SO 006 941 Federal Textbook on Citizenship. English and State Government. Home Study Course. Section 3 for the Student. Revised 1973.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—127p.

Available from—Superintendent of Documents,

U. S. Government Printing Office, Washington,

D. C. 20402 (\$.50)

EDRS Price MF-\$0.65 HC-\$6.58

DRS Price MF-30.05 HC-36.58 escriptors — Adult Education Programs, *Citizenship, City Government, *Civics, Democracy, Democratic Values, English, *Governmental Structure, Government Role, Home Study, *Literacy Education, Local Descriptors-Adult Democracy, Home Study, *Literacy Education, Local Government, Political Science, Social Studies, *State Government, Textbooks, Vocabulary Identifiers—County Government, *Naturalization

Programs

This federal home study textbook for naturalization candidates on the subject of state government serves as a vehicle for English langovernment serves as a venice for engins fan-guage practice for the person with little or no skill in reading and should be used in conjunction with "English and State Government for the Helper (Section 3)." Each chapter contains fac-tual information and exercises reinforcing the student's comprehension of main ideas. The twenty chapters introduce the function and structure of state governments, including the legislative, executive and judicial branches. Also described are the state government's protective and educative functions. The plan and function of city and county governm ents are presented as well means by which all governments are supportedtax dollars. A description of interaction among governments and between government and citizens is concluded by a summation of the principles of American government. A key to the mail-in exercises and a vocabulary list supplement the lessons. (JH)

SO 006 983

Naylor, David T. Can "The New Social Studies" Survive in the Public Schools?: A Case Study of the Percep-tions of Significant School Related Groups Re-garding Nationalistic Instruction. Pub Date 73

Note-37p.; A paper presented at the National Council for the Social Studies, College and University Session (November 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Boards of Education, *Democratic Values, Dissent, *Edu-cational Change, Educational Research, Freedom of Speech, Inquiry Training, *Nationalism, Parent Attitudes, *Political Attitudes, Public Schools, Questioning titudes, Public Schools, Questioning Techniques, Questionnaires, *Social Studies, Speeches, Statistical Analysis, Teacher Attitudes

A review and discussion of the new social studies introduces the problem of whether national-ism and patriotism are "closed areas" or if an open examination of these areas is possible in the public schools. Two sets of hypotheses, one dealing with public school educators and the other with school-related groups, were tested by ad-ministration of a situational questionnaire in a New Jersey, K-12 suburban school district. Data from the study are presented in tabular form and analyzed. The major hypothesis, that there would be a significant difference in the perceptions of public school educators between what would occur and what should occur in situations involving aspects of nationalistic instruction, was confirmed. Analysis reveals that the teachers, though not administrators, perceived the school as being less open or tolerant than it should be. The discussion section notes that the disparity between responses would and should indicate that the public school is not particularly hospitable to open inquiry in areas of nationalism and patriotism. It is concluded that if the new social studies is unable to engage in open, critical inquiry in areas fundamental to social studies education, then the prevalence of the traditional, nationalistic instruction will remain. References and an appendix of sample questionnaire items conclude the paper. (Author/KSM)

ED 087 682

SO 006 987

Burda, Bert A. And Others

Music Program for Idaho Elementary Schools, Grades One to Six. Idaho State Dept. of Education, Boise. Div. of In-

struction. Pub Date Sep 69

Note-100p.

Available from-Publication Office, Idaho Department of Education, Len B. Jordan Office Bldg., Boise, Idaho 83720 (free)

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Curriculum Guides, Elementary
Education, *Elementary School Curriculum,
Handicapped Children, Learning Activities,
Music Activities, Music Appreciation, *Music
Education, *Special Education

This guide to music instruction for grades onesix and for special education classes provides practical, more than theoretical activities to aid the classroom teacher. The guide, stipulating no less than one-hundred minutes per week on music instruction, outlines the responsibilities of superintendents, principals, music supervisors, music teachers, and classroom teachers for the music program. Curriculum materials-text books, records, instruments, other musical devices, and films -- are listed with addresses for obtaining them. At each grade level objectives for singing, moving, playing, listening, creating, and reading are followed by activities and an evaluation sheet to review the progress of the class. Although songs are presented for each grade level the teacher is urged to use the basic text and the other instructional materials noted. The music

program for special education classes used the same materials presented for grades one-six with different emphasis. Sources for other appropriate music material are included. (JH)

ED 087 683

SO 006 988

Leviatin, Victor Resource Unit on Race, Prejudice & Discrimina-

B'nai B'rith, New York, N.Y. Anti-Defamation League. Pub Date 71

Note-31p.

Available from-Anti-Defamation League, Lexington Ave., N. Y., N. Y. 10016 (\$.75)

Document Not Available from EDRS.

Descriptors—*Bias, Curriculum Guides, Instruc-

tional Materials, *Race, Racial Attitudes, Ra-cial Characteristics, Racial Differences, *Racial Discrimination, Resource Materials, Resource Units, Secondary Education, Teacher Developed Materials, Teaching Techniques, "United States History The resource unit is a teacher-developed guide

to methods and materials for teaching about race and ethnocentrism at the secondary level. The purpose of the outline is to provide a substantive and provocative unit on race, prejudice, and discrimination, with the strong conviction that at-titudes and behavior can be influenced through exposure to a coherent and structured body of information. Through the use of readings and films the student is presented with information; questions are then asked by the teacher to stimulate class discussion. Students are also en-couraged to do independent research. The guide consists of the following three units: 1) Race; 2) Prejudice and Discrimination; and 3) Effects of Prejudice and Discrimination. Key bibliographical materials for students and teachers, and available audio-visual materials are provided at the end of each unit. Ideas, audio-visual materials, tests, and devices which can serve to stimulate many sons are presented in the last section of the guide. (Author/RM)

ED 087 684 SO 006 989

Calhoun, Craig Jackson General Status: Specific Role. Pub Date 73

Note-13p.; Paper presented at the American Anthropological Association, Symposium on the Social Organization of High Schools (New Orleans, Louisiana, Nov. 30, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Anthropology, *Behavior Change, Behavior Patterns, Group Status, *High Schools, Models, Role Models, *Role Theory, Social Organizations, Social Relations, Social Status, *Social Structure, Speeches, Student Role, Teacher Role A concern with the interrelationship between

the formal structure of the high school and the behavior of its continually changing participant constituency is manifested in this paper. The concepts of role theory, status, social organization, and hierarchical structures are discussed in their relation to a processual role model. Within this model, it is stressed that the organization of interest is not the formal organization of the school but the organization of behavior among participants in a social situation. This behavior for its interactive nature, and is thought to be in-fluenced but not determined by the formal organization of the school just as it is influenced but not determined by the extra-institutional norms and goals of the individual participants. The statuses which the formal structure allocates to individuals in the high school situation vary with a series of formal rules, restrictions and obligations. These do not, it is pointed out, define what the individuals in fact will do in that formal status, but set up the parameters within which they may operate. These rules, restrictions and obligations are the components of what previ-ously has been called "role" but is felt here to be more justifiably considered as constraints placed upon the individuals who occupy a particular formally defined status. (Author/KSM)

ED 087 685 SO 006 990

Eisenberg, John Bourne, Paula
The Right to Live and Die. Canadian Critical Issues Series.

Ontario Inst. for Studies in Education, Toronto. Pub Date 73 Note-120p.

Available from-Publication Sales, OISE, 252 Bloor Street West, Toronto, Ontario M5S1V6

Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Abortions, Case Studies, *Conflict, Conflict, Resolution, Death, Discussion (Teaching Technique), *Ethical Values, Inquiry Training, Learning Activities, *Moral Issues, Moral Values, Questioning Techniques, Religious Factors, Secondary Education, *Social Problems, *Social Studies, Suicide Identifiers—Controversial Issues, *Euthanasia One of a series adapted from the Canadian

One of a series adapted from the Canadian Public Issues Project, this book is designed to stimulate discussion and reflection about controversial issues through case studies. The book is based on high school units originally drawn from cases in newspapers, journals, books, legal documents, and government reports. Conflicts from it ies arising over counterclaims to the control of birth, life, and death are raised. Case studies presented on mercy killing, religious views and medicine, abortion, compulsory sterilization, and capital punishment are followed by questions and analogy situations designed to stimulate reflection and discussion about the broader issues they and discussion about the broader issues they raise. Additional factual information is included to bring other perspectives to bear on the cases and the problems they represent. Specific research activities are suggested in relation to the research activities are suggested in relation to the points of inquiry raised after the description of each factual situation. Each book of the series concludes with a selected bibliography of reference and resource materials in print and on film and tape. Other titles in the series are Don't Teach That; Foreign Ownership; The Law and the Police; Native Survival; Crisis in Quebec; and On Strike. (Author/KSM)

ED 087 686

SO 006 991

Chapin, Emerson
Social Change in the United States and Japan. A
Wingspread Conference.
Japan Society, Inc., New York, N.Y.; Johnson

Foundation, Inc., Racine, Wis.

Pub Date Sep 73

Note—21p.

Available from—The Johnson Foundation,
Racine, Wisconsin 53401 and Japan Society, 333 East 47th Street, New York, N.Y

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Conference Reports, Cross Cultural Studies, Developed Na-Reports, Cross Cultural Studies, Developed visitions, Economic Climate, Economic Progress, *Futures (of Society), Information Theory, *InPrograms. Knowledge Level, ternational Programs, Knowledge Level, Productivity, *Social Change, Social Problems, Social Systems, *Sociocultural Patterns, Socioeconomic Influences, Urban Environment Identifiers-*Japan, Knowledge Explosion, Quali-

This report describes a one-day conference intended to advance knowledge concerning social change in Japan and the United States. Characterizing the change as one from industrial producterizing the change as one from industrial production dominance to knowledge production dominance; the conference addressed related questions such as defining post-industrial society, informational society, and "quality of life" and interpreting the consequences of those definitions. Reported here are the comments of nine speakers from America and Japan on four topics -- Environment and the Urban Situation, Information, the Economy, and Social and Governmental Organizations -- each discussed within the forego-ing context but from the two differing na-tionalistic points of view. (JH)

ED 087 687 SO 006 992

Hawke, Sharryl Fox, Robert F.
Cooperative Group Process. Profiles of Promise

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date [73]

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies

of 30 issues) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Research, Course Descriptions, Grade 10, *Group Dynamics, Interpersonal Competence, Leadership Training, Peer Relationship, Role Perception, Secondary Education, *Self Directed Groups, *Small Group Instruction, *Social Studies, Sociometric Techniques, Teacher Developed Materials, Teaching Techniques, Teamwork, *United States History

Identifiers—Florida, Melbourne, Profiles of Promise

An American history class in Melbourne, Florida, provides an opportunity for tenth grade students to experience the reality of interpersonal interaction and small group cooperation in the classroom. The first three days of the year-long course are used to identify leaders and to assign course are used to identify leaders and to assign groups, numbering five to seven students. In addition to covering course materials, the first three weeks are employed in gaining insight into group processes through discussion, films, slides, overhead transparencies, and handouts. Starting with the fourth week of class, a cooperative group state of development is entered by having students take over the responsibility for forming groups and assigning themselves more specific roles, while the teacher participates as consultant and observer. Day to day activities within this orand observer. Day to day activities within this organizational structure include a day of preparation, three days of group work, and a day of tool, three days of group work, and a day of evaluation. All group discussion of course content is based on the study of historical situations and social issues, drawing from textbooks, paper backs, films, and handouts. A questionnaire study of the students in this class and of a control class or the students in this class and of a control class reveals that the group participation approach requires more effort on the student's part, increases peer group pressure, and results in higher attendance. Findings did not show an expected increase of confidence in handling interpersonal relationships. (KSM)

ED 087 688 SO 006 993

Hawke, Sharryl Watford, Robert

waijora, Robert Hawke, Sharryi Studies in the Environment: Redesigning the Com-munity. Profiles of Promise 20. ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date [73]

Available from-Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$10.00, 1 copy of 30 issues, \$20.00, 5 copies

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architecture, *Art Education, City Problems, Course Descriptions, Design Needs, *Environmental Education, Environmental fluences, Evaluation Methods, Grade 9, Program Descriptions, *School Community Rela-tionship, *Social Studies, Student Projects, Units of Study (Subject Fields), Urban Culture, Urban Environment, *Urban Studies Identifiers-Missouri, Profiles of Promise, Univer-

sity City
"Redesigning the Community" is the ninth
grade unit of the University City school district
program known as Arts in General Education, a
K-12 series of special instructional units taught as part of the regular subject areas of language arts and social studies. In social studies the main focus is on environmental design and planning. In this ninth grade social studies unit, students explore some general concepts of culture through general readings. Then a more in-depth look at a city's relationship to culture is presented through the use of slides and literature. Next, students are introduced to specific aspects of urban design and begin a study of the home community. The and begin a study of the home community. The culmination experience of the unit is a student activity project in which a specific aspect of University City is chosen for redesign. Three stu-dent projects described focus on the 200, adequate housing, and community worship facilities. At the completion of the projects, students present proposals to a review board composed of class members and moderating teacher for critical appraisal of functional and aesthetic factors of the plans. Student evaluation measures are in the plans. the plans. Student evaluation measures are included with each of the 19 lesson guides. Teachers' assessments, provided on a form at the end of each of four lessons, contribute to annual

modification of the program. Instruction units for the entire Arts in General Education Project and the 19 lessons of "Redesigning The Community" are listed. (KSM)

Lang, Joyce
An Exercise in Realism: Contemporary Family
Life. Profiles of Promise 17.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder,

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date [73]

Pub Date [73] Note—4p; First appeared in "Focus on the Family" (Volume 3, Number 5, September 1972), the newsletter of the E.C. Brown Foundation, under the title, "Exciting Family Life Course Offers Students Exercise in Realism

Available from—Social Science Education Con-sortium, 855 Broadway, Boulder, CO 80302 (\$1.00, 1 copy of 30 issues; \$20.00, 5 copies of

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Resources, Consumer Education, Course Descriptions, Course Objectives, *Educational Innovation, *Family Life Education, *Family Management, Grade 12, Home Management, Interpersonal Relationship. *Marriage, Money Management, Problem Solving, Resource Materials, Short Courses, *Social

Identifiers-Oregon, Parkrose High School, Port-

land, Profiles of Promise

The high school football coach at Parkrose Senior High School explains his involvement as one of two teachers of a Contemporary Family Life course as an attempt to give students an op portunity to develop an understanding of the problems generated by marriage. One of several elective mini-courses offered to all seniors who have completed a required general economics course in the Modern Problems Curriculum, popularity of Contemporary Family Life has steadily risen in the two years it has been offered. Students first appraise their social and psychological readiness for marriage by taking a series of tests. They then pair off and go through a simulated marriage ceremony. During the rest of the course, the "married couples" complete a series of assignments that involve problems concerned with job hunting, housing, budgeting, food buying, car payments, insurance, family planning, and divorce. Students are assigned textbook reading in addition to being provided with a bibliog-raphy and a school library reading list, but com-munity resource people provide the basis of the classroom learning process. All assignments are detailed in a course-required notebook, kept by and graded (Author/KSM) for each couple

ED 087 690 SO 006 995

Pratt, Francis Hawke, Sharryl

A Student-Centered Approach to Social Studies. Profiles of Promise 18.

Frontes of Frontes 18.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder,

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Pub Date [73]

Note—4p.
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5

copies of 30 issues)
EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.2.9
Descriptors—Behavior Problems, *Effective Teaching, Elementary School Students, Grade 5. Individual Development, Individual Needs, *Learning Difficulties, Low Ability Students, School Environment, *Self Concept, Self Esteem, *Social Studies, *Student Centered Curriculum, Student Participation, Teaching Methods

Identifiers-Grand Island, Nebraska, Profiles of

Jim Donovan conducts a child-centered rather than program-centered classroom. His fifth graders are often problem children but his techniques are useful for all children. He tries to help students develop respect for themselves and others, expand their interest in life, overcome

emotional and learning problems, clarify values, and develop positive attitudes. Donovan attacks problems on an individual basis, but his social studies unit on divorce grew from the realization that more than half of this students are affected by the lack of one or both pression. by the lack of one or both parents. Developing by the lack of one or both parents. Developing, the whole child, not dealing only with problems, is the purpose behind his attempts to develop self-esteem by providing low-risk challenges that lead to success. Getting along with others, good personal habits, and widened horizons contribute to the development of the control of the cont to the development of the whole person too. Through dramatic projects, role playing, reading to first graders, and self-directed free time, Donovan tries to implement his goals. The child-centered approach used in his class may give other teachers ideas to adapt in their own classrooms. (JH)

ED 087 691

SO 006 996

Fasuyik, T. A.
Cultural Policy in Nigeria. Studies and Documents
on Cultural Policies.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 73

Pub Date 13
Note—63p.

Available from—Unipub, Inc., P.O. Box 433,
Murray Hill Station, New York, New York,
10016, (\$2.60)

10016, (\$2.60)
Document Not Available from EDRS.
Descriptors—*African Culture, *African History,
*Art Education, Comparative Education, Cultural Education, Cultural Environment, *Cultural Educations, Organizations (Groups) Identifiers-*Nigeria

This document, published by the United Nations, is one of approximately twenty in a series designed to show how cultural policies are planned and implemented in various Member States. The studies which cover countries belonging to differing social and economic systems, geographical areas and levels of development present a wide variety of approaches and methods in cula wide variety of approaches and methods in cultural policy. They can, therefore, serve as guidelines to countries which have yet to establish cultural policies. The following three political phases which reflect Nigerian cultural policy are discussed in this study: 1) the precolonial period during which tribal kingdoms or empires existed and under which the ancient art of Nigeria flourished; 2) the period between 1900 and 1960 when Nigeria was under Ritish 1900 and 1960 when Nigeria was under British rule and influence; 3) the current phase: the

financing of culture, and an evaluation of cultural

nceds and development within the context of a cultural policy. This study points out the close interweaving of art and culture in Nigeria. (Author/RM) ED 087 692

SO 007 001

Hickey, Matthew M. Project KARE, Annual Report 1972-73. Project KARE, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—50p.
EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-80.65 HC-83.29
Descriptors—*Activity Learning, Annual Reports,
Community Involvement, Consultation Programs, Elementary Education, *Environmental
Education, *Interdisciplinary Approach, Learning Activities, Program Evaluation, Projects,
Resource Materials, *School Community Relationship, Secondary Education, *Staff Improve-

Identifiers—Elementary Secondary Education Act Title III. ESEA Title III. Project Kare

The annual report of Project Kare (Knowledgeable Action to Restore our Environment) reviews the accomplishments of project management, programs, and services, as well as evaluation proceedings and supportive information for 1972-1973. The purpose of Project Kare is to strengthen environmental education in five interstrengthen environmental education in the inter-mediate units in Pennsylvania, involving teachers and students in grades K-12 in 69 public schools and over 300 non-public schools. The objectives of the project are to encourage local schools to teach, experience, and learn urban-suburban cooperation in environmental problem solving; to utilize learning approaches which are action oriented and interdisciplinary; and to foster community participation in environmental education. The three basic activities sponsored by the Pro-

ject and reviewed in the report are the following: 1) Local Action Programs, interdisciplinary ac tivities dealing with specific environmental problems incorporated into the ongoing curricula of sponsoring schools; 2) Environmental Studies Consultant Services (ESCE), providing project staff to perform site-analysis, inservice training, and curriculum design to requesting schools; and 3) the Environmental Education Resource Center (EERC), providing students, teachers, and com munity with information, research findings, and curriculum materials. Appendices offer further data on the project activities which are sur marized in an interim evaluation report. (KSM)

SO 007 002

Goldberg, Robert Education in the People's Republic of China Wingspread Report.

Johnson Foundation, Inc., Racine, Wis

Spons Agency-National Academy of Sciences National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.; National Com-mittee on United States-China Relations, New York, N.Y.

Pub Date Apr 73

Note-40p.

Available from—The Johnson Racine, Wisconsin 53401 (Free) Foundation.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Asian Studies, *Comparative Education, Conference Reports, Change, Educational History, Educational Educational Philosophy, *Educational Policy, *Educational Practice, Educational Problems, Educational Theories, Interinstitutional Cooperation, *Non-Civilization, School Role, Social Systems, Workshops Identifiers—*Peoples Republic of China

In response to the growing attention on China's educational system, a two-day workshop on education in China was sponsored. The purpose of the conference was to assess what already is known about China; to identify issues which might profitably be investigated by future visitors to China; and to encourage further interest in Chinese education among American educational organizations and specialists. Among the 30 participants were nine recent visitors to the People's Republic, other China scholars, secondary school educators, and representatives of professional education organizations. The opening presentation posed a series of questions dealing with the basic values of the Chinese educational system. Two brief presentations on the history and philosophy of twentieth century Chinese education are reviewed. A recent visitor's impressions on administration, administrators, planning and funding, curriculum, students, and teachers in China are related. The conclusion notes that the session barely scratched the surface of China's formal education system, but did stimulate con-siderable thought about the role that education plays in Chinese society. An appendix contains suggestions for interviewers when visiting China and a long series of as yet unanswered questions on Chinese education. (Author/KSM)

ED 087 694 Population, Population and Family Education, and Family Planning: A Bibliography, Supplement to Bibliography, and Accessions List, February-

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Re-

Pub Date 73

Note—147p. EDRS Price MF-\$0.65 HC-\$6.58

gional Office for Education in Asia.

EDRS Price MF-80.65 HC-86.58
Descriptors—*Bibliographies, Conference Reports, Demography, Economic Development, *Family Life Education, *Family Planning, Higher Education, Instructional Materials, *Library Collections, *Population Education, Population Growth, Population Trends, Research, Secondary Education, Social Development Development

Identifiers-UNESCO

This is a bibliography of books, periodical articles and pamphlets on population and family education which are available in the library of the Population Education Clearing House Service of the Unesco Regional Office for Education in Asia, Bangkok. Most of the documents cited were published in the 60's and 70's with the exception of a few which date from the 50's. The bibliog

raphy is divided into the following three sections:

1) Population;
2) Population and Family Planning, and 3) Family Planning. In each section, publications not relating to any specific country or dealing with countries outside Unesco Asian Region are listed under General. Publications dealing with the Asian region are presented under Asia and those referring to a specific Asian country are listed under country names arranged alphabetically. Entries referring to more than one subject or country are repeated. All entries are in alphabetical order by author names. (Author/RM)

SO 007 085

Greenaway, Jean E. Transparent Watercolor. Art Education: 6673.07.
Dade County Public Schools, Miami, Fla. Pub Date 72 Note-23p.; Authorized Course of Instruction for

the Quinmester Program

EDRS Price MF-90.65 HC-\$3.29

Descriptors—*Art Activities, *Art Education,
Course Descriptions, Course Objectives, Curriculum Guides, Design, *Fine Arts, *Planning, Resource Materials, Secondary Education, Teaching Techniques Identifiers—Quinmester Program, *Watercolor

An introductory course designed to develop skills and techniques in transparent watercolor of fers an exploration of a variety of techniques emphasizing drawing and composition and allowing the student to create and matt his own paintings. Students in grades 7 through 12 develop competencies in flat and graded wash and dry and stipple brush techniques; utilize the techniques of superimposing colors, toned grounds, surface resistance, scratching, and tools other than brushes; combine these in their own still life, human figure, and landscape paintings; and analyze techniques employed by professional watercolor artists. The course of study includes a rationale, enrollment guidelines, objectives, outline of course content, course procedures, strategies and learning activities, and resources. (KSM)

ED 087 696

SO 007 086

Hilf, Anne Two from One Casting. Art Education: 6681.20.
Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—17p.; Authorized Course of Instruction for the Quinmester Program EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Activities, *Art Appreciation,
*Art Education, Course Descriptions, Course
Objectives, Curriculum Guides, *Fine Arts,
Resource Materials, Secondary Education,
Teaching Techniques
Identifiers—*Casting, Quinmester Program

Two From One Casting is a studio course dealing with exploratory applications of casting methods and materials for students in grades 7 through 12 who wish to make permanent those creations easily destroyed by time or negligence. Course rationale, enrollment guidelines, objectives, outline of content, descriptions of activities and procedures, suggestions for the instructor, list of equipment and materials, and a bibliography are outlined in this course guide. Students research the historical applications of casting and relate the research to contemporary products. Student competencies are developed in sand casting, latex model casting, and plastic casting. ing, la

SP

ED 087 697 SP 006 592 Moore, Carol Ann

Teacher Styles in Questioning and Explaining. Technical Report No. 39.

stanford Univ., Calif. Stanford Center for Research and Development in Teaching. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Report No—TR-39 Pub Date Oct 73

Contract-NE-C-00-3-0061

Note-41p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Cognitive Ability, Individual Differences, *Questioning Techniques, Sex Differences, *Teacher Charac-

teristics, Teaching Experience, *Teaching Styles, *Teaching Techniques The primary purpose of this study was to lentify and describe individual differences in teaching style (i.e., teachers' patterns of questioning and explaining) in a standardized teaching ing and explaining) in a standardized teaching situation. The secondary purpose was to explore relationships between teaching behavior and other teacher characteristics: teaching experience; sex and selected cognitive abilities (verbal, reasoning, and spatial); and cognitive style (field independence). To standardize teaching conditions, a teaching "game" that simulated a dyadic teacher-student instructional situation was developed. The game had student, teacher, and curriculum components. Twenty experienced teachers (10 men and 10 women) and 12 individuals with no teaching experience (6 men and dividuals with no teaching experience (6 men and 6 women) participated. Each taught one "stu-dent" from each of four types classified on the to the tropic and tr teristics and to two teacher characteristics (teaching experience and sex). Inexperienced teachers emphasized statement of rules more than experienced teachers did. Women emphasized relationships underlying rules more than men did. Correlational analysis showed significant relationships between teaching behavior and teaching experience, sex, age, verbal ability, and field inde-pendence. (Author/DDO)

ED 087 698 SP 007 529 The Cultural Literacy Laboratory: A New Dimension in Multicultural Teacher Education. Arizona Univ., Tucson. Pub Date Nov 73

Note—58p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Bilingual Edu-cation, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, *Cultural Plu-*Cultural ralism, Field Experience Programs, Laboratory Training, *Teacher Education, Teachers Identifiers—Cultural Literacy Laboratory, *Distinguished Achievement Award Entry

The goal of the Cultural Literacy Laboratory is to provide educators with crosscultural adaptive skills needed to acclimate to different cultures and to reduce the effect of culture shock. These skills are of particular importance to teachers working in bilingual and multicultural classrooms. A culturally literate educator is one who is aware of his ethnicity and who possesses the skills of crosscultural communication. Based on social scientific theory, the laboratory incorporates and reinforces the participant's previous social science concepts and methodology. It also allows him to practice new skills and techniques in a variety of experience-based activities. Instruments that are used in the laboratory are Rokeach Scale E and the Cultural Literacy Inventory (copies of which are included as an appendix). (JA)

SP 007 547

Wilmoth, James Noel

Research: A Survey of Theoretical- and Cogni-tive-Content from Selected Logic References. Pub Date Nov 73

Note-105p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Deductive Methods, *Educational Research, *Logic, Logical Thinking, *Research Methodology, *Theories

Methodology, "Theories
This document, which consists of three parts
and a summary, surveys a) the structure of
theoretical systems, b) the functions of theoretical systems, and c) the formal logical methods of
the theoretical scientist in order to find approaches to educational research. Emphasi
throughout is placed on the discrimination of
concents by intuition from concents by consulathroughout is placed on the discrimination of concepts-by-postula-tion. Part I is a discussion of the parts of a theoretical system including primitives, concepts, postulates, thoerems, and hypotheses. Part II in-dicates that the primary functions of a theoretical system are to predict what kinds of data are needed to solve a problem and whether the data obtained are reasonable. In part II formal logical methods of the theoretical scientist are stated, including a) method of definition, b) method of hypothesis, c) method of espistemic correlation, and d) method for verifying theories. Also described in this section are three methods of proof a) sentence reasoning, b) indirect proof, and c) class reasoning. The author concludes the summary with two approaches to educational research. Tables and a three-page bibliography are included. (PD)

Wilmoth, James Noel Factors That May Affect Deductive Reasoning in Adult Students Enrolled in Educational Research Classes: A Review of Empirical- and Expository-Documents from Non-Textbook Expository-Documents from N Literature Between 1920 and 1973.

SP 007 554

Pub Date Nov 73

Note-100p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deductive Methods, *Factor Structure, *Logic, *Measurement Techniques, Teacher Education, *Test Construction, Test-

Variables that affect the deductive reasoning of adult students are isolated and relevant literature reviewed in order to facilitate the design of a reli-able measurement instrument. The relationships of previous instruction, cultural background, occupation, intelligence, sex, and reasoning habits to test scores of examinees are discussed. Studies of the effect on examinees of argument format, use of logical connectives, language inconsisten-cies, item difficulty levels, abstractness, and argumentative content are reviewed. Implications of this literature review are that future deductive reasoning ability measurement devices should a) include provisions for assessing decisions involv-ing both valid and invalid principles of reasoning b) measure decisions for each structural type of logical argument; c) utilize premises which are properly qualified, consistent with generally ac-cepted facts, and constructed of neutral components; d) utilize standardized logical connectives; and e) measure the emotional effect of arguments on respondees. An 11 page bibliography is included. (HMD)

ED 087 701 SP 007 555

Paz, Benito Castejon And Others

Rationalising Sports Policies: I. Outline of a
Methodology. European Cooperation For the
Development of Sport for All.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cul-

tural Development. ub Date Mar 73

Note-107p.

-Manhattan Publishing Company, 225 Lafayette Street, New York, New

EDRS Price MF-\$0.65 HC Not Available from

Descriptors—Athletic Programs, *Athletics, Conceptual Schemes, *Mathematical Models, ceptual Schemes, "Mathematical Models, Models, Policy, "Policy Formation Identifiers—"Sports Policy The major aim of this study is to devise a

model for rationalizing sports policies by defining the basic concepts that should be inherent in any proper sports policy despite the infinite diversity that characterizes actual sport situations. The first part of the study discusses three concepts which are basic to the model: a) the "level of sport" which denotes the overall objectives of sports policy; b) the "sports situation" which is the reality of sport as it is defined by the people, facilities, and organizations involved in all areas of sport and as it is limited by extra-sports ele-ments, which include demographic, climatic, geo-graphical, economic, and sociological conditions and the physical and anatomical characteristics of the population; and c) "development factors," or the population, and of development factors, or those activities which, when combined in pro-grams, have the effect of improving the existing "level of sport." Part two of the study is a mathe-matical outline of a model for decision making with regard to rationalizing sport policy. Part three of the study contains the statistical instru-ments for implementing the mathematical model.

ED 087 702 SP 007 580 The Rutland Center: A Model Program of Teacher Training and Service for Children with Severe Emotional and Behavioral Problems.

Georgia Univ., Athens. Div for Exceptional Chil-

Pub Date Nov 73

Note—102p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, *Behavior Problems, Developmental Programs, *Emo-tionally Disturbed Children, Evaluation Techniques, Models, *Performance Based Teacher Education, *Special Education Teachers, *Teacher Programs, Therapy Identifiers—Distinguished Achievement Awards

The Rutland Center project is a combined teacher training-service model for the education of children with severe emotional and behavioral problems from 2-14 years of age. The model has several unique features: a) a new social-emotional curriculum (Developmental Therapy) for emo-tionally and behaviorally disturbed children, which uses normal developmental milestones as a guide to teaching by objectives; b) a per-formance-based team teaching model with three clearly specified roles (psychoeducational ser-vices to children and families; professional, paraprofessional, and volunteer training; and technical assistance) for which trainees are prepared by sequential assignment in each role; c) a highly functional evaluation system which is c) a highly functional evaluation system which is criterion referenced to Developmental Theory and with which trainees learn to evaluate each child's progress in the developmental curriculum, thereby using evaluation procedures to obtain on-going feedback into the teaching process; d) a se-ries of audiovisual training packages enabling in-dividuals to learn the model at their own rate and at locations away from the center. (This document includes a summary, case study, and appendixes with letters and evaluative data.) (Related document is SP 007 581.) (Author/JA)

ED 087 703 SP 007 581

Wood, Mary Margaret, Ed.
The Rutland Center Model for Treating Emotionally Disturbed Children. Georgia Univ., Athens. Div. for Exceptional Chil-

Pub Date 72

Note-305p. EDRS Price MF-\$0.65 HC-\$13.16
Descriptors—Anthologies, Community Programs,

Community Service Programs, Developmental Programs, *Emotionally Disturbed Children, Evaluation Techniques, *Program Descriptions, *Special Education, Teacher Education Identifiers—Developmental Therapy This is a collection of articles on the Rutland

This is a collection of articles on the Rutana Center Model for Treating Emotionally Disturbed Children. The 2-year demonstration program, which became the prototype for a statewide network, was a cooperative effort to establish a system that could offer significant service to any seriously emotionally or behaviorally disturbed child, anywhere in Georgia. The document contains the following essays describing the center: rians the following essays describing the center:
"Rutland Center: A Community Psychoeducational Center for Emotionally Disturbed Children"; b) "The Rutland Center Evaluation tional Center for Emotionally Disturbed Chudren"; b) "The Rutland Center Evaluation System"; c) "Referral and Intake Procedures"; d) "Developmental Therapy"; e) "Implementing the Treatment Model"; f) "Field Services and Community Liaison"; g) "Services to Parents"; and h) "The Georgia Psychoeducational Center Network." Included are appendixes that contain questionnaires and information and evaluation forms. (Related document is SP 007 580.) (JA)

ED 087 704 SP 007 655

Mattas, Frank W.

Design of a Personnel and Training Information
System for Educational R&D Personnel: Recommended Journals and References. Project Product

Far West Lab. for Educational Research and

Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Researcher Training.

Bureau No—BR-2-9047

Pub Date Aug 73 Contract—OEC-0-72-5310

Contract—OE-A-1/2000
Note—20p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Bibliographies,
Development, Educational Research, Information Dissemination, *Information Sources, Personnel, *Reference Materials

open Comprises a list of periodicals,

This document comprises a list of periodicals, This document comprises a list of periodicals, references, and sources recommended by the Far West Laboratory for Educational Research and Development for a "core" collection of information resources useful in meeting the information needs of those concerned with personnel and training in educational research, development, diffusion, and evaluation. For each item recommended the name of the producing agency, the price, and the level of priority (1 to 3) are given. (DDO)

ED 087 705 SP 007 656 Catalog of Educational RDD&E Instructional Materials.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Pub Date Feb 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catalogs, Curriculum Develop-ment, *Educational Researchers, Instructional Materials, *Program Descriptions, Resource Materials, Teaching Models, Training Techniques

This prototype instructional materials catalog is a source of information about curriculum and program developments, materials, instructional and training models, and other resources for use in educational research, development, diffusion, and evaluation (RDD&E) training. Section I describes products which, for the most part, have been developed with support from the National Institute of Education's Task Force on Researcher Training. Some of these products are now or soon will be available for general use in degree and nondegree training programs. Others are still in development but may be made availa-ble for field testing or reviewed for information purposes. The more than 30 other products in the catalog are grouped into four sections: Training Products for Other Education Professionals, Training Models and Techniques, Training Materials, and Supplementary Materials. The title and the developer or source of each product and a brief abstract are provided for the products in these sections. (Author)

SP 007 658

Hood, Paul D Design of a Personnel and Training Information
System for Educational R&D Personnel. The
Domain of R&D Training Resources.

Far West Lab, for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Researcher Training. Bureau No-BR-2-9047

Pub Date Aug 73 Contract—OEC-0-72-5310

-74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Data escriptors—Data Analysis, *Educational Development, *Educational Research, *Educa-*Educational Resources, *Instructional Materials, Material Development, *Professional Training

Material Development, "Professional Training This document reports an attempt to examine the content and structure of the domain of research and development (R&D) training resources. The project began by locating instrucresources. The project organ by locating instruc-tional materials within a larger matrix that clas-sified R&D resources by structure (prima-ry/secondary, oral/written, documentary/non-document) and level of formalization (formal, semiformal, informal), and content (instructional/non-instructional material). Examination of ERIC, "Books in Print," and three nonbook in-structional materials collections indicated that there is roughly an "order of magnitude" ratio for the estimated quantities in these three bases Extrapolation suggests that 90% of the educational R&D instructional resources are largely informal and fugitive. Perhaps 10% reach semiformal level where they may be in published form and may be referenced. Possibly only one or two percent are published commercially in hard cover, and much less than one percent are subjected to the test of the R&D development cycle. Probably over 95% of all instructional materials are in printed rather than oral form. The number fully developed and tested materials probably well under 100 items; perhaps another 1000 items have undergone minimal development and informal testing or evaluation. The number of books and textbooks with reasonably direct bearing on R&D content is estimated at 10,000. Appended to this document are scattergrams of counts; a listing of RIE descriptors; and estimations of numbers of documents in RIE, CIJE, and "Books in Print." (Author/DDO)

ED 087 707

SP 007 659

Hood, Paul D. Design of a Personnel and Training Information System for Educational R&D Personnel: Recom-mended Books and Monographs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Researcher Training. Bureau No—BR-2-9047

Pub Date Aug 73 Contract—OEC-0-72-5310

Note-71p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Educational Development, *Educational Research, Educa-*Educational tional Testing, Evaluation, Instructional Media, Professional Training, Research Methodology,

This list of recommended books and monographs was compiled by the Far West Laboratory for Educational Research and Development during a project designed to develop procedures to evaluate and disseminate information on training of education research and development (R&D) personnel. The purpose of the bibliography is to provide guidance for the acquisition of a core collection on training in the areas of theory and practice of educational research, development, diffusion, and evaluation. Its content is sociopsychological, reflecting current disciplinary foundations of educational R&D. Major content areas include planning and management; R&D theory and concepts; R&D process; R&D methodology; diffusion and change; evaluation; objectives and outcomes; tests and measurement; statistics; media; and R&D personnel and training. The majority of the listed items are available from publishers or other distributors. A few out-of-print items have been cited because they are considered unusually valuable. (Author/DDO)

ED 087 708 SP 007 660

Hood, Paul D. McCutchan, Nancy A.
Design of a Personnel and Training Information
System for Educational R&D Personnel. Final

Report. ar West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Researcher Training.
Bureau No—BR-2-9047

Pub Date Aug 73 Contract—OEC-0-72-5310

Note—128p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Educational Development, *Educational Research, *Educational Resources, Evaluation Criteria, *Information Dissemina-

tion, Information Services
The primary objective of this project was to design a system to provide information services that would fulfill the information requirements of federal planners, instructional material developers, training program directors and instructors, students, interns, employers, and practitioners concerned with problems relating to personnel and training for educational research, development, diffusion and evaluation (RDD&E). Chapter I of the report outlines the project and summarizes previous reports on the planning and preliminary design phases. Chapter II provides a description of the target audiences and an analysis of their requirements. Chapter III describes the pilot field test of 14 dissemination alternatives; presents the results; and makes recommendences with cost estimates and regionals. dations, with cost estimates and rationale, for dations, with cost estimates and rationale, for each promising alternative. Chapter IV provides insight into the perceptions of representatives from each of the five key target groups about pri-orities for serving each of 16 subclasses of potential information users. Chapter V analyzes the amount of information and instructional resources existing in several RDD&E content categories. Chapter VI deals with selecting the best and most useful items for acquisition and dissemination. The last chapter summarizes the data graphically and presents the conclusions of the study. (Related documents are SP 007 655, 007 656, 007 658, and 007 659.) (DDO)

ED 087 709 SP 007 674

Young, Flora

Process Analysis and Documentation for Utiliza-tion of Research Findings.

Northwest Regional Educational Lab., Portland. Oreg.

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Career Education Program. Pub Date 30 Nov 73

Contract-OEC-4-7-062871-3059

Note—83p. EDPS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Documenta-tion, Educational Innovation, Educational Research, *Program Development, Program Planning, Research Projects, *Research Utiliza-

Identifiers-*Process Analysis

This document reports on an investigation which surveyed process analysis and documentation concepts, practices, and standards in light of the need for communicating the processes and outcomes of educational research and development. The survey demonstrated that the areas of impartial process analysis and documentation are both important and neglected. The ability of people to implement programs is significantly im-paired by the lack of understanding of what is really involved. In programs in which process is central, like career education programs, knowledge of how operations are brought into being is of equal importance to knowledge of the substance and effect of the program. Various recommendations based on the findings of the survey are made. These are aimed at three specific groups: the applicant organization wishing to undertake solving the problem at hand, the funding agency providing the resources to be used in the investigation, and the group undertaking process analysis and documentation. Appended to the report are a list of key concepts suggested by the research plan and a reprint of an article, "Goal-Process-System Interaction in Management: Correcting and Imbalance", by John W. Buckley. A bibliography is also included.

ED 087 710 SP 007 678 Dale, Ralph Alan Hypnosis and Education. Pub Date [72] Note-38p.

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*Behavior Change, Educational Counseling, *Educational Innovation, *Educa-Educational tional Practice, Educational Psychology, *Hyp-

*Reinforcement

Identifiers—*Suggestion
Hypnosis is a state of mind which manifests a high degree of suggestibility. Advertising, political campaigning, and religious contemplation are all areas in which hypotism is employed, usually without knowledge on the part of either the "hypnotist" or the subject. Because of its association with entertainment, magic, manipulation, and danger, hypnosis and suggestion have not yet been accepted or practiced in educational institutions even thought the evidence is clear that they offer the promise of immeasurable reward for education. Nine possible uses of hypnosis and suggestion in education are a) to reinforce positive habits and relinquish negative ones, b) to ex-pand consciousness by increasing sensory and sensual response, c) to improve concentration, d) to aid memory, e) to increase motivation, f) to diminish "mental blocks," g) to reduce anxiety, h) to encourage original thinking, and i) to develop self-confidence. These nine uses of hyp-nosis and suggestion in education are, for the most part, still confined to theory and the research laboratory. Educational institutions have not yet availed themselves of the benefits that can be derived from the use of these techniques. (HMD)

ED 087 711 SP 007 683 Heller, Harold W. ROTE: Reality Oriented Teacher Education. Alabama Univ., University. Pub Date Nov 73

Note—15p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—College School Cooperation, *Field Experience Programs, *Inservice Teacher Edu-cation, *Preservice Education, *Special Education, State Laws, Teacher Interns entifiers—Alabama, *Distinguished Achieve-Identifiers-Alabama.

ment Awards Entry In 1971, the State of Alabama Legislature passed Act 106, "Mandatory Education for the

Exceptional Child," which mandated that all exceptional children were to receive appropriate special education services no later than 1975-76. Five hundred new teacher units were authorized for each of the interim fiscal years, and new gradfor each of the interim fiscal years, and new grad-uate and preservice teacher programs were in-itiated. Unfortunately, too many teachers remained untrained and uncertified, and in-ser-vice training received a low priority compared to preservice. A Reality Oriented Teacher Educa-tion Program (ROTE), requiring both faculty and students to work in the field, was instituted. This students to work in the field, was instituted. Inis program placed advanced undergraduate special education majors (prior to student teaching) in classrooms where they had full responsibility for instruction on a one-day or half-day basis. Their presence released the regularly employed teacher to attend, for credit and with no cost to the school system, field-based course instruction from college and university instructors. Thus, faculty members not only taught in the field but also in-teracted with school personnel in actual school settings. Courses were based strictly on teacher needs. Student interns coordinated their teaching activities with the regular teacher to ensure maximum continuity and interrelation of instruction for the children. (Author/JA)

SP 007 685

Sikula, John P., Ed.
Teacher Education for an Urban Setting. Educational Comment, 1973.
Toledo Univ., Ohio. Coll. of Education.

Note-69p. Available from-Editor, Educational Comment, College of Education, The University of Toledo, 2801 W. Bancroft Street, Toledo, Ohio 43606 (\$1.00)

43606 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Field Experience Programs, Individualized Curriculum, *Inservice Teacher Education, *Multiunit Schools, *Performance Based Teacher Education, *Preservice Education, Professional Education, Student Teaching, Team Teaching, *Urban Teaching This 1973 edition of "Educational Comment"

Inits 1973 education at Comment describes the implementation of a competency-based education/multi-unit school (CBE/MUS) model for the University of Toledo's teacher preparation program, which is designed to serve the needs of teachers and schools in urban communities. The Teacher Education Center provides pre and in-service training and a laboratory for access to a wide variety of educational resources. The preservice component consists of competen-cy-based modules; independent study; and profes-sional field experiences, three levels of which are completed sequentially by the student: a) Career Decision Aide level, which permits the beginning education student to obtain first-hand experience of the teaching field on which to base his career decision; b) Participant Teacher level, at which the student works with small groups of children; and c) Student Teacher level, at which the student is expected to demonstrate competency in all areas related to teaching. The in-service program offers training to teachers, supervisors, and administrators in the design and implementation of CBE/MUS-focused change via workshops, seminars, courses, and consultant services. The laboratory a) provides information storage and retrieval services; b) conducts demonstrations of teaching techniques; c) maintains an instructional materials center; and d) provides resources for instructional materials production; simulation and gaming techniques, and instructional systems development. (HMD)

ED 087 713 SP 007 686 ED u8/7/13
An Innovative Graduate Teacher Training Program in the Area of Emotionally Disturbed Pupils (The American University - District of Columbia Community Mental Health Program).

American Univ., Washington, D.C.; District of Columbia Mental Health Administration, Washington, D.C.
Pub Date Nov 73

Pub Date Nov 73

Note-107p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Youth, *Emotionally Descriptors—Disadvantaged Youth, *Emotionally Disturbed, Graduate Study, *Inner City, Inser-vice Teacher Education, Microteaching, Preser-vice Education, *Special Education Identifiers-*Distinguished Achievement Awards

This program represents a combined effort of American University's Department of Education and the District of Columbia's Department of Human Resources and Department of Special Education. The program seeks to re-educate 40 seriously disturbed inner-city pupils, train graducation, and provide in-service training for 40 District of Columbia teachers. Now operating in its fifth year, the program has just recently been renewed for three more years. The training program for the graduate students is organized around 22 specific competencies that are archieved through the integration of teaching, practicum, and seminar experience. A quality archieved through the integration of teaching, practicum, and seminar experience. A quality control system for the program includes a weekly evaluation and planning conference for the trainees, a fixed videotaped microteaching session trainees, a like viaeotaped microteaching session for the trainees, and ongoing program and trainee research evaluations. (The document contains a program description, plan of the training program, description of evaluation procedures, and a research report on the first three years of operation.) (Author/JA)

ED 087 714 SP 007 689

Thurman, Robert Flexibility in Program Planning and NCATE Stan-

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Feb 74

Contract-OEC-8-080-490-3706

-23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Accredita-tion (Institutions), Humanization, Program Development, *Teacher Education, *Teacher

This monograph discusses the question of flexi-bility as permitted by the standards of the National Council of Accreditation of Teacher Edutional Council of Accreditation of Teacher Edu-cation (NCATE), a question of concern to edu-cators eager to meet the standards and to satisfy the needs of school personnel. Flexibility is defined, and the purpose and design of NCATE standards discussed. Thurman indicates that deliberate effort has been made in the standards to encourage individuality, imagination, and in-novation. In spite of this, he continues, questions about flexibility persist for the following reasons: about nexioning persist of the following reasons:
a) lack of distinction between flexibility and al-ternative approaches, b) lack of distinction between standards as a basis for program development and evaluation and as a framework for preparing the institutional report, c) lack of statements in the standards about experimentation, and d) uncertainty about what the visiting team and evaluation board deem important. Each of these reasons is examined in relation to the standards. Thurman advocates working within the standards to improve and develop programs and further explication of the standards by NCATE.

ED 087 715 SP 007 690

Gayles, Anne Richardson
Professional Laboratory Experiences at the Preservice Level.

RIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Pub Date Feb 74

Contract-OEC-O-8-080-490-3706

Note-28p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Definitions, Educational Theories, Educational Trends, *Laboratory Training, Ob-servation, *Preservice Education, Student servation, *Preservice Educate Teaching, *Teaching Experience

This monograph presents a completely theoreti-cal analysis of data pertaining to professional cal analysis of data pertaining to professional laboratory experiences at the preservice level. The intention is to bring together in a useful pattern what is known and what is asserted about these experiences and to make specific functional proposals that, if implemented, may be conducive to enhancing the quality of professional laboratory experiences. The publication is divided into discussions of the definition of professional laboratory experiences; their purpose, their role. laboratory experiences; their purpose; their role; the characteristics of high quality professional laboratory experiences; principles that should govern them; theory; educational concepts underlying them; types (directed observation, participa-tion, and student teaching); range; facilities; and forward-looking developments. A bibliography is included. (JA)

ED 087 716 SP 007 693 Partners for Educational Reform and Renewal. Toledo Univ., Ohio. Coll. of Education.

Pub Date Nov 73

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-33.29
Descriptors—Demonstrations (Educational), Educational Development, *Inservice Teacher Education, Multiunit Schools, *Performance Based Teacher Education, *Preservice Education, *Teacher Centers, *Urban Education, Urban Teaching entifiers—*Distinguished Achievement Awards

Identifiers-

Entry, Ohio Model

Ohio model, developed at the University of Toledo and implemented in the Toledo area, was designed to produce comprehensive educawas designed to produce comprehensive contactional change through the strengthening of relationships among the institutions, programs, and personnel who have an impact on educational change. The strategy of the model is to produce able teachers through the utilization of competential comprehensive comprehensive contactions programs. cy-based preservice teacher education programs, while simultaneously implementing in-service programs that introduce and support educational in-novation, such as Individually Guided Education (IGE) and Multiunit Schools (MUS). The preand in-service training efforts are organized into five contexts of educational change: instructional organization, educational technology, contemporary learning-teaching process, societal factors, and research. The teacher education center is the and research. The teacher education center is the conceptual and physical link in the model, tying together the university and the school systems, public and parochial. The center designs and implements strategies of change and also performs consultation, demonstration, production, instruction, and evaluation functions. (See related documents SP 007 699 through SP 007 706.) (HMD)

SP 007 696 ED 087 717 A Composite Field Based Performance Program with an "Adopt-A-School" Component. Indiana Univ. Southeast, New Albany.

Pub Date Nov 73

Note-33p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-3.2.29
Descriptors—Clinical Professors, College School
Cooperation, "Elementary Education, "Field
Experience Programs, Individualized Instruction, Performance Based Teacher Education,
"Secondary Education, Teacher Centers,
"Teacher Education, "Teacher Programs
Identifiers—Adopt A School, "Distinguished

Identifiers—Adopt A School, Distinguished Achievement Awards Entry In the preparation for this teacher education program for a developing institution, five com-mon factors were identified as worthy for incorporation into the program. The five factors based upon a research study of exemplar field pro-grams, were as follows: a) early and continuing field experiences, b) correlation between class and field, c) teaching centers, d) performanceand field, et dearing centers, of performance-based individualized experiences, and e) clinical professors. All five were developed into the pro-gram. The program involved all undergraduates in both elementary and secondary education; it provided field experiences from entry at the freshman level to exit a graduation on a progressively sophisticated basis; and it included an "Adopt-A-School component. The latter provided the student whith another opportunity to work in schools in various socioeconomic settings and with pupils at various achievement, administrawith pupils at various achievement, administra-tive, and maturity levels. The component gave the student experience in different teacher roles, including working with students in discussions and independent study, tutoring, and performing teacher clerical work. The "Apopt-A-School" component also demonstrated increased college-school cooperation. (Author/JA)

ED 087 718 SP 007 697 Comprehensive Explanation and Analysis of the Multiple Alternative Program (MAP).

Bridgeport Univ., Conn. Coll. of Education.

Pub Date Nov 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Development, *Educational Innovation, *Individualized Instruction, *Inservice Teacher

Education, *Performance Based Teacher Education, Teacher Education

Identifiers—Distinguished Achievement Awards Entry, MAP, *Multiple Alternative Program The Multiple Alternative Program (MAP) is a

competency based, individualized program that focuses on the in-service education of elementary school teachers. Developed in cooperation with the school systems of Norwalk and Bridgeport, Connecticut, MAP addresses itself to the ach connected, and addresses used to the achievement of those teaching competencies that have been identified as high priority needs by individual teachers within the context of institutional goals. Based on the open education approach to staff development, MAP consists of four phase; a) assessment b) agains; a) consists of four phase; a) assessment b) agains; a) proach to staff development, MAP consists of four phases: a) assessment, b) planning, c) training, d) reassessment and retraining. Opportunities are provided for two "innovation teams," consist-ing of teachers and administrators from two urban elementary schools, to focus on training activities related to their institutional priorities.
Additional students from the ongoing graduate program participate in MAP as individuals. The success of the program as a model for school/university cooperation in in-service education has led to the development of a comprehensive graduate degree program based on the open educa-tion approach. (Author)

ED 087 719 SP 007 698 Power, Authority and Decision Making in Teacher Education. Yearbook 1971. American Association of Colleges for Teacher

Education, Washington, D.C.

Pub Date 71 Note-184p.

Available from—Publications Dept., American
Association of Colleges for Teacher Education,
1 Dupont Circle, N.W., Washington, D.C. 1 Dupont Circle, 20036 (\$6.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, Conference Reports, *Professional Associations, *Teacher ports, *Professional A

This document is a collection of reports of the American Association of Colleges for Teacher Education (AACTE) for 1971. The title of the document reflects much of the association's concern for that year and is close to the theme of the association's 1971 annual meeting, "Power and Decision Making in Teacher Education." The document is divided into six sections. Section one is the listing and description of the winners and all entries of the association's 1971 Distinguished Achievement Awards. Section two is a collection Achievement Awards. Section two is a conection of the main speeches for the annual meeting, including the Twelfth Annual Charles W. Hunt Lecture, "The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education," by Evans R. Collins. Section three is a report on the association itself and includes the report of the executive director, the President's address, and the report of the AACTE Special Study Commission. Section four presents the articles of incorporation and bylaws. Section five is composed of outlines of reports for the annual business meeting, 1971. Section six is a directory of officers, committees, and member institutions for 1971. (1A)

ED 087 720 SP 007 699 Secondary Education, 314-340, Modules 8-16. Toledo Univ., Ohio. Coll. of Education.

Note-115p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Individualized Curriculum, *Performance Based Teacher Edu-cation, *Secondary Education, Secondary Schools, Secondary School Teachers, *Teacher

Education Identifiers—*Learning Modules

Thirteen learning modules are included in this competency-based secondary education course syllabus, which was adapted from an elementary education course syllabus developed at the College of Education of the University of Toledo for the U.S. Office of Education. Each of the modules contains its title/topic, prerequisite modules, rationale for the module, objectives of the module, the instructional procedures and/or materials, and the assessment instruments for the module. Topics treated by the 13 modules in-clude a) an overview of classroom learning and instruction, b) instructional strategies, c) teaching for inquiry, d) the acquisition of questioning skills, e) instructional simulation games, f) behavior modification in the classroom, g) opera-

tion of audiovisual equipment, h) field work and field trips in science courses, i) comparison of text materials, and j) evaluation in mathematics. (See related documents: SP 007 693, 007 700. and 007 706.) (HMD)

ED 087 721 SP 007 700 Secondary Education, 314-392, Student Teaching Modules.

Toledo Univ., Ohio. Coll. of Education.

Note-66p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-35.47
Descriptors—*Curriculum Guides, Educational Strategies, Instructional Design, *Performance Based Teacher Education, *Secondary Education, *Secondary School Teachers, *Student Teaching Identifiers—*Learning Modules

The Student Teaching Modules included in this

The Student Teaching Modules included in this course syllabus, which is part of the competencybased secondary education program developed at the University of Toledo's College of Education, deal with the following topics: a) instructional design, b) lecture-recitation and guided discusinstructional strategies, c) inquiry teaching, d) questioning skills, e) the construction of class-room tests and analysis of the results, and f) classroom assessment through observation. Each learning module includes general instructions for the student, the rationale behind the module, the objectives of the module, the procedures for reaching the module objectives, and assessment instruments for the module. The student who has completed the secondary education curriculum is expected to show during his student teaching experience that he can a) analyze the learning environment, b) assess the needs of the student, c) state goals or objectives for meeting those needs in behavioral terms, d) apply an appropriate in-structional strategy, and e) evaluate and revise his own instructional design. (See related docu-ments: SP 007 693, 007 699, and 007 706.)

SP 007 701 ED 087 722 Elementary Education, 312:328, Modules 1-9 &

Toledo Univ., Ohio. Coll. of Education. Note-76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demonstrations (Educational), Educational Development, Educational Innovation, *Elementary Education, Elementary School Teachers, *Performance Based Teacher Education, *Preservice Education, *Teacher Educa-tion, *Teacher Education Curriculum Identifiers—*Learning Modules, Ohio Model

This course syllabus is part of the competency-based elementary teacher education program that was developed by the University of Toledo. It contains the ten learning modules which comprise the second course in the sequential elementary education program: a) Instructional Simulation and Academic Games; b) Preparation of Locally Produced Instructional Media; c) Strategies for Changing Behavior; d) Teaching Mathematics in the Elementary School; e) Mathematics in the Elementary School: Using Manipulative Objects; f) Mathematics in the Elementary School; g) Children's Literature: Folk Literature; h) Children's Literature: Realism and Fantasy: i) Language Arts. Diagnosing Reading Strengths; and j)
Problem Solving: Problems and Process. Each
module contains a list of the prerequisite
modules, underlying rationale for the module, general and performance objectives of the module, learning activities and materials, and assessment instruments and procedures. (See re-lated documents: SP 007 693, 007 702, 007 703, 007 704, and 007 705.) (HMD)

ED 087 723 SP 007 702 Elementary Education, 312:324, Modules 1-8. Toledo Univ., Ohio. Coll. of Education.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Demonstrations (Educational), Educational Development, Educational Innovation, *Elementary Education, Elementary School Teachers, *Performance Based Teacher Education, *Preservice Education, *Teacher Educa-tion, *Teacher Education Curriculum Identifiers-*Learning Modules, Ohio Model

This course syllabus is the third unit in the elementary teacher preparation sequence developed at the College of Education, University of Toledo. The nine competency-based learning

modules included in the syliabus are a) Learning Theory and Motivation; b) Identifying and Speci-fying Behaviors; c) Observing and Recording Behaviors; d) Behavioral Objectives; e) The Structure of Knowledge; f) Pre-Planning of Instruction; g) Children's Literature: Picture Books struction; g) Cunidren's Literature: Picture Books for Children, and h) Children's Literature: Poetry for Children. Each learning module includes a list of prerequisite modules, an overview of the module, its objectives, learning activities and materials, and assessment procedures and instru-ments. (See related documents: SP 007 693, 007 701, 007 703, 007 704, and 007 705.) (HMD)

ED 087 724 SP 007 703 Elementary Education, 312:320, Modules 1-12. Toledo Univ., Ohio. Coll. of Education. -138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Demonstrations (Educational), Educational Development, Educational Innovation, *Elementary Education, Elementary School Teachers, *Performance Based Teacher Education, *Preservice Education, *Teacher Educa-tion, *Teacher Education Curriculum

Identifiers—*Learning Modules, Ohio Model
This course syllabus is part of the comprehensive competency-based elementary teacher education program developed at the College of Educa-tion, University of Toledo for the U.S. Office of Education. The first course in the elementary education sequence consists of 12 learning modules: a) Performance Skills and Inquiry; b) Group Process--Principles and Experiences; c) e Criteria and Related Areas with Value Clarification Strategies; d) Value Conflict among School Roles; e) Social Class, Values and School Behaviors; f) Teacher Professionalism and Accountability; g) Operation of Audiovisual Equipment; h) Multiunit School/Individually Guided Education (MUS/IGE): Context of American Public Education; i) MUS/IGE: Organization; j) MUS/IGE: Operation; k) Instructional Systems Design; and l) Observation of a School Instructional Unit. Each module contains a list of prerequisite modules, underlying rationale for the module, objectives of the module, concept statements, learning activities and materials, and assessment instruments. (See related documents: SP 007 693, 007 702, 007 701, 007 704, and 007 705.) (HMD)

ED 087 725 SP 007 704 Elementary Education, 312:340, Modules 1-5. Toledo Univ., Ohio. Coll. of Education.

EDRS Price MF-\$0.65 HC-\$3.29

-Demonstrations (Educational), Edu-Descriptorscational Development, Educational Innovation, Elementary Education, Elementary School Teachers, *Performance Based Teacher Educa-tion, *Preservice Education, *Teacher Education, *Treacher Education Curriculum
Identifiers—*Learning Modules, Ohio Model
This course syllabus includes revised competen-

cy-based elementary teacher education learning modules that were developed at the University of Toledo as part of the Ohio Model. The module titles are a) Teaching Science in the Elementary School, b) Concept Attainment, c) Social Studies Planning, d) Selection and Application of Instruc-tional Media in the Field, e) Self-Management, and f) Field Experience and Planning of an Inter-disciplinary Unit. Each learning module includes a list of prerequisite modules, an overview of the module, objectives of the module, learning activities and materials, and assessment procedures and implements. (See related documents: SP 007 693, 007 701, 007 702, 007 703, and 007 705.) (HMD)

ED 087 726 SP 007 705 Education, 312:392, Student Elementary Teaching.
Toledo Univ., Ohio. Coll. of Education.

Note—80p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors-Demonstrations (Educational), Educational Development, Educational Innovation, *Elementary Education, Elementary School Teachers, *Performance Based Teacher Education, *Practicums, *Student Teaching, *Teaching Experience entifiers—*Learning Modules, Ohio Model

Identifiers-The field experience component of the competency-based elementary teacher preparation sequence that was developed at the University of Toledo as part of the Ohio Model consists of two learning modules: a) planning, implementation, and evaluation; and b) gaining acceptance and respect as a member of the multiunit school. The first module is completed in four phases, each of which requires the student to develop, carry out, and evaluate one unit plan. The second module requires the student to demonstrate that he can a) gain acceptance as a functioning team member, b) establish a trust relationship with children, c) assume responsibilities without for-mal direction, and d) establish a cooperative working relationship with noninstructional staff members. Extensive competency checklists are included for both modules. (See related docu-ments: SP 007 693, 007 701, 007 702, 007 703, and 007 704.) (HMD)

Secondary Education, 314-310, Modules 1-7. Toledo Univ., Ohio. Coll. of Education.

Note-94p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Individualized Curriculum, *Performance Based Teacher Edu-cation, *Secondary Education, Secondary Schools, Secondary School Teachers, *i eacher Education Identifiers—*Learning Modules

This course syllabus consists of the first seven Inis course syllabus consists of the first seven learning modules of the competency-based secondary education program offered at the University of Toledo's College of Education. Each learning module contains a list of prerequisite modules, instructional procedures and materials, and preand post-assessment criteria and measurement in-struments. Individual learning modules discuss the following topics: a) instructional models and learning modules; b) recognition of various behaviors and inferences drawn from them; c) the writing, revision, and application of behavioral objectives; d) the writing of objectives for content learning and for the development of learning skills in secondary school students; e) recognition and revision of faulty test items; and f) analysis of the learning environment. The final module is designed to permit the student to demonstrate his ability to apply the techniques learned in the first six modules. (See related ments: SP 007 693, 007 700, and 007 699.)

(HMD) ED 087 728

SP 007 707

Protocols: A New Dimension in Teacher Educa tion. Far West Lab. for Educational Research and

Gere, James Berliner, David C.

Development, San Francisco, Calif. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 71 Note-204p.; Not available from EDRS due to

marginal legibility of original document Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (available on

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, tional Development, "Instructional Materials, "Teacher Behavior, "Teacher Education"

This document discusses: a) background for the development of a system of teacher training; b) protocols, including the parameters and characteristics of protocols, protocols in other fields and their relationship to protocols in education; c) the concept of a concept, including at-tributes and operational definitions of concepts and types of concepts; d) concept analysis, in-cluding concepts as verbal behavior and the interrelationship of concepts; e) conceptual structure, including the relationships of hierarchy and language to conceptual structure; f) the teaching and learning of concepts; g) the use of concepts, including the relationship of concepts to interpretation, criteria for judging concepts, the relationship of competence to performance, and the evaluation of concept comprehension; h) the evaluation of protocols, including realism, relevance, and salience, the phenomenon of concepts in use, and design considerations; i) the current status of protocol development; and j) recommendations with respect to protocol development and teacher education, including protocols as entering behaviors, protocols and teacher training programs, concepts for the development of protocols, developmental steps for the production of protocols, entering behaviors for protocol users, communications between protocol developers and users, protocols and instructional guides, and protocols and dissemination. (RG)

ED 087 729 SP 007 710 HPER Directory of Professional Preparation Institutions.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Pub Date 73

Note—14p.

Available from—AAHPER Publications-Sales,
1201 Sixteenth St., N.W., Washington, D.C.
20036 (Stock No. 240-25552 \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Degrees (Titles), Directories, *Health Education, *Physical Education, *Professional Training, *Recreation, *Teacher Education, Teacher Programs

This document presents a list of colleges and universities in the United States offering major preparation programs in health, physical educa tion and recreation. The information, collected in the spring and summer of 1973, indicates programs provided at the undergraduate (for and women) and graduate levels in the three areas or combinations thereof. Institutions are listed alphabetically under their states which in listed alphabetically their their area listed alphabetically. It is stated that the listing is as complete as possible but is not intended as an "approved" listing. (JA)

Health Education: Student Terminal Goals, Pro-gram Goals, and Behavioral Objectives. Mesa Public Schools, Ariz.

-43p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curricu-lum Guides, *Health Education, High Schools, Intermediate Grades, Junior High Schools, Objectives, Primary Education GRADES OR AGES: Primary, intermediate, ju-

nior high, high school. SUBJECT MATTER: Health education (including nutrition, safety education, and consumer education). ORGANIZA-TION AND PHYSICAL APPEARANCE: Nine terminal goals are listed on page one. The guide consists of a breakdown of each terminal goal into program goals and, for each program goal. behavioral objectives for the four educational levels (primary, intermediate, and junior and senior high. OBJECTIVES AND ACTIVITIES: Behavioral objectives are listed for each program goal. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed. (JA)

Professional Preparation in Dance, Physical Edu-cation, Recreation Education, Safety Education, and School Health Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Note—199p.

Available from—AAHPER Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C.

20036 (No price quoted)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Dance, *Health, *Performance Criteria, *Physical Education, *Professional Education, Recreation, Safety Education, *Teacher Education Identifiers—*AAHPER

This document which is the product of the American Association for Health, Physical Education, and Recreation (AAHPER) Undergraduate Professional Preparation Conference, consists of 10 separate reports that serve as a guide for curriculum building and program planning essential to the training of professionals in health, physical education, recreation, athletics, safety, and dance. There are five division task force re-ports that discuss professional preparation of per-sonnel in the fields of dance, physical education, sonner in the leads of dance, physical education, recreation education, safety education, and school health education. Five specialized task force reports discuss junior college articulation, the utilization of auxiliary personnel, certification, the interrelationships among the five divisions of AAHPER, and aquatics. (HMD) ED 087 732 Castiglione, Lawrence V.

Potential Mobility Among Career Teachers in New York City's Middle Schools: The Relationship Between Selected Occupational Characteristics, Expectations and Attitudes.

Center for Urban Education, New York, N.Y.

Spons Agency-United Federation of Teachers, New York, N.Y.

Pub Date Jun 68

Note—43p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Faculty Mobility, Junior High Schools, Middle Schools, "Teacher Attitudes, "Teacher Characteristics, Teacher Guidance, Teacher Motivation, Teacher Promotion, *Teachers

Identifiers—New York City
To determine the relationship between selected occupational characteristics and attitudes of New occupational characteristics and attitudes of New York City middle-school teachers and their potential mobility within the system, a 33-item questionnaire was distributed to all teachers in a random sample of 12 junior high schools and four middle schools. The questionnaire was designed middle schools. The questionnaire was designed to obtain data for classifying respondents as classroom and career teachers, determine respondents' opinions and the degree to which these opinions influenced their potential mobility, and elicit suggestions for reducing teacher mobility. It was found that the potentially mobile teacher feels that he a) teaches in a school with frequent described the school with frequent teacher the school with the second teacher the second teacher the school with the second teacher the school with the second teacher t discipline problems, b) teaches in a school where the staff views the pupils as having little educa-tional potential, and c) received inadequate sup-port from the school administration. Respondents recommended that in order to reduce mobility a) preservice preparation programs that present a realistic view of the teaching profession should be developed; b) supervisors should guide and assist teachers rather than evaluate them; c) parents and teachers should be included in the policy-making process; and d) parents should be hired as classroom aides. The results of the survey are equivocal because only 17.75% of the random sample responded. It is therefore recommended that caution be exercised in generalizing the results and that the study be replicated using a more adequate sample. (HMD)

ED 087 733 Chase, Donald J. How About a Teacher Education Center? . . . Ask the Kids.

Pub Date [72]

Note-12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperating Teachers, Effective Teaching, *Program Evaluation, *Student Teachers, *Student Teaching, *Teacher Cen-ters, *Teacher Evaluation

This study was conducted to determine the im pact of Bowling Green State University (BGSU) student teachers on the instructional program of the Whitmer Complex, which is the field com-ponent of the BGSU Teacher Learning Center. Although the study population included 10 cooperating teachers and 37 student teachers, the emphasis of the study was on the 619 Whitmer Complex student respondents from grades 8 through 12. A survey questionnaire was used to study three possible impact areas affected by BGSU student teachers: a) amount of individual attention and individualized instruction received by pupils; b) additional ideas, aids, and materials included in the program as a result of BGSU student teachers; and c) performance of cooperating teachers. The tabulation of responses to the questionnaire shows that a) 66.6% of the pupils indicated that the presence of student teachers increased the amount of individualized instruction they received; b) both pupils and cooperating teachers agreed that student teachers provided additional resources for the program; c) 72.9% of the pupils responded that the cooperating leacher was more effective because of the presence of the student teacher; and d) 96.1% of the Whitmer Complex students indicated that the administration should take steps to ensure the continuation of the student teaching program. (HMD)

ED 087 734 SP 007 715

Reynolds, Maynard C.

Delphi Survey: A Report of Rounds I and II. Council for Exceptional Children, Arlington, Va. Spons Agency—Bureau of Education for th Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note-71p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-50.65 HC-53.29
Descriptors—Exceptional Child Education, Manpower Development, Professional Continuing
Education, *Special Education, *Special Education Teachers, *Surveys, *Teacher Attitudes,
Teacher Certification, *Teacher Education
This DELBU surveys, detections as a cost of

This DELPHI survey, undertaken as a part of the Council for Exceptional Children project on professional standards and guidelines, was in-tended to provide input to the project staff, feed-back to the respondents, and information to all interested persons in the field on trends and issues in the field of special education. The query domains included the traditional professional top ics--recruitment, selection, preparation, certifica tion, accreditation, professional performance-plus several general areas of future predictions. Persons surveyed in both rounds included state directors of special education and of teacher cerdirectors of special education and of teacher cer-tification, college administrators, college faculty in speech and hearing and in special education, college students in the field of special education, regular school administrators and classroom teachers, special education administrators and teachers, speech and hearing therapists in local schools, and leaders in special education. This report consists mainly of Round I results with a brief summary of Round II results. Appended are the questionnaires used in Round I and Round II d a summary of response statistics for Round I. (DDO)

ED 087 735

SP 007 716

Orlich, Donald C. And Others
Institute for Training Directors of Teacher Education Reform Programs. Final Report. Washington State Univ., Pullman.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Bureau No—BR-0-1-3202
Pub Date Jul 73

Grant-OEG-0-71-1060(725)

Note-232p. EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Consortia, *Educational Change, Educational Development, Educational Planning, *Educational Strategies, Interinstitu-tional Cooperation, *Performance Based Teacher Education, *Teacher Education

Identifiers-Washington State

This project, associated with the Institute for Training Directors of Teacher Education Reform Programs, focused on selected realities of current efforts that provide alternative programs for teacher education. This report contains theoretical, analytical, and practical models, discussions, and case studies that should be valuable to educational organizations contemplating change. Topics included in the report address seven criti-cal areas of teacher education reform: a) institutional cooperation between and among diverse universities; b) the role of planning through selected planning techniques and strategies; c) model to evaluate and compare teacher educa-tion components and concepts; d) an analysis of the role of human relations training in teacher the role of human relations training in teacher education; e) a model to assess personnel and their potential for change; f) a critique of competency-based certification and performance-based teacher education; and g) case studies of program development and consortia efforts aimed at developing performance-oriented certification in the State of Washington. (Author)

ED 087 736

SP 007 717

Selety Education Curriculum.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date [73]

Note-51p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Curriculum Guides, Elementary Grades, *First Aid, Inju-ries, *Safety, *Safety Education, *School Safety

-Bureau of Indian Affairs

GRADES OR AGES: I through 12. SUBJECT MATTER: Safety education. ORGANIZATION AND PHYSICAL APPEARANCE: The spiral-bound guide is divided into sections for grades 1-3, 4-6, 7-8, 9, and 10-12. Sections on first aid for elementary students and for high school students are included. OBJECTIVES AND ACTIVITIES: Objectives are stated for each section in terms of knowledge, attitudes, and practice. Corresponding activities are listed. INSTRUCTIONAL

ATERIALS: None listed. STUDENT ASSESS-MENT: Evaluative procedures and methods are included for each section. OPTIONS: None indicated. (HMD)

SP 007 718 Experience. Final Report.

Wilkes Coll., Wilkes-Barre, Pa. Educational

Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Aug 73 Note-44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *Educa-tional Innovation, *Elementary Grades, *Field Experience Programs, Field Trips, *Grade 5,

The Crestwood Community-Based Learning Experiences Project was undertaken to test the feasibility of conducting an out-of-school learning program and to determine the cost of establishing a program. For 3 months, 6 teachers and 206 fifth-grade children participated in a total of 20 field experiences which were implemented at three levels: a) teacher -initiated, in-class activity including sessions with representatives of prospective field sites; b) large-group field trips to observe community sites; and c) actual in-volvement in the activity of the facility or agency visited. The following participant reactions were noted impressionistically: a) children's interest was carried to and maintained at very high levels; b) teachers responded enthusiastically challenge of developing an out-of-school learning chainenge of developing an out-of-school tearning program; and c) parents generally approved of the program although a small but vocal minority strongly disapproved. From this pilot test it was concluded that field experience programs a) will initially require consultant services to assist teachers with planning, b) will require special parent involvement procedures, c) can be supported by the resources which exist in any community, d) are warranted solely on the basis of their realism and relevance, and e) are viable and inexpensive. (The budget for this program is included.) (HMD)

ED 087 738

SP 007 719

Nyquist, Ewald B.
Imperative - Redesign for Health Education. Pub Date May 71

Note-13p.; Speech presented to the Annual Statewide Conference on Health, Albany, New

York, May 10, 1971 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Drug Education, *Health Education, *Health grams, *Leadership, *Teacher Education Identifiers—New York

Identifiers—New York
Drug addiction, alcoholism, malnutrition, lung
cancer, venereal disease, and emphysema
represent not medical failures but educational
failures, since people suffering from them are either beyond help or already seriously damaged by the time they see a physician. School pro-grams are students must begin early. Moreover, for health education to be effective, it must be given a high priority in the school and public health sphere in terms of curriculum time, budget, methodology, community involvement and teacher selection and training. In addition to preservice and in-service teacher programs, which are being intensified to meet the demand, there is a need for each school district to provide leader-ship in its total health education program. A sinp in its total neath education program. As member of the faculty with approved preparation should be designated as health coordinator so that the entire faculty may cooperate in realizing the potential values of the school program. The New York Education Department is initiating a training program for health coordinators this summer (1971). Drug education is one of the monumental tasks that lie ahead, and programs will be successful to the extent that individual youths can make intelligent decisions with respect to the health problems confronting them. It is the task of health educators to ensure that this and future generations of young people are enabled to live a life that is creative, humane, and sensitive to the fullest extent. (JA)

Testing.

SP 007 720

National Education Association, Washington, D.C. Div. of Instruction and Professional Development. Pub Date 73

Note—44p.

Available from—Instruction and Professional Development, National Education Association 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Testing, *Guidelines, *Professional Associations, *Standardized Tests, Teacher Certification, Teacher Educa-tion, *Testing

Identifiers-*National Education Association, NEA

This is a report of the findings and recommendations of the Division of Instruction and Professional Development of the National Education Association (NEA) on testing. NEA called for a moratorium on standardized testing in 1972 and created the task force on testing, whose work is summarized in this report. After an introduction stating the problem, the document presents NEA resolutions and new business items on testing. Included in this are statements of task force beliefs, some of which are as follows a) some measurement and evaluation in education is necessary; b) certain measurement and evaluation tools are either invalid, unreliable, out of date, or unfair and should be withdrawn from use (sharply criticized were standardized achievement and in telligence tests as they affect bilingual/bicultural students; c) the training of those administering tests is inadequate, and schools of education, school systems, and testing industry must take this responsibility; d) there is overkill in the use of standardardized tests; and e) the National Teacher Examinations are an improper tool and must not be used for certification, selection, sa-lary determination, tenure, dismissal, and similar matters. The document includes recommenda-tions for immediate action and further study, The Report of the Committee on Accountability to the NEA Representative Assembly July 1973 and a bibliography. (JA)

ED 087 740

SP 007 722

Houston, W. Robert
What's in a Name? Competency/Performance/or
Proficiency-Based Teacher Education.

Pub Date 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Definitions, Effective Teaching, *Performance Based Teacher Education, *Per-formance Criteria, *Semantics, *Teacher Edu-

cation, Vocabulary Identifiers—*Proficiency Directed Teacher Edu-

cation

There presently exists an ongoing debate in teacher education concerning the terms "competency-based," "performance-based," and "proficiency-directed." A closer examination of the meanings of these words suggests useful relationships among these terms rather than conflicts. The word "competent" denotes adequacy, suitability, and sufficiency while "proficient" means "proficient" mean performing with expert correctness or facility. This suggests competency-based certification but proficiency-directed teacher education. "Per-formance-based teacher education" refers to observable demonstrations of teaching knowledge and skill while "competency-based" refers to minimum standards and criteria. Performance-based teacher education focuses on objectives; competency-based teacher education focuses on criteria and standards. These terms are not mutually exclusive. Rather, exploration of both modes provides a process through which the central core and the parameters of competency/per-formance/proficiency-based teacher education can be identified and employed to improve edu-cation. (HMD)

ED 087 741 SP 007 723

Craig, Samuel B., Jr. Competency: The Language of the Behavioral Objectives Movement.

Pub Date 73

Note—21p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MP-30.65 HC-33.29
Descriptors—"Behavior Change, "Communication (Thought Transfer), Communication Problems, Language Ability, "Language Development, Language Proficiency, "Language Role, Language Usage, "Performance Based Teacher Education, Teacher Education

Identifiers—*Functional Language, Psychologics Several external and internal factors combine Several external and internal factors combine to hinder optimal communication in "Competency," the language of behavior modification. As a language, Competency a) is spoken with varying degrees of fluency and facility, b) is difficult to translate into English because the common vocabulary is used descriptively in English while it is used functionally in Competency, and c) is dynamic in its potential as a precision instrument for communication. Communication in Comfor communication. Communication in Competency is affected by a) entropy, the freedom of the communicator with regard to word selection; the communicator with regard to word selection; b) redundancy, that part of a message which is unnecessary for understanding; c) noise, or message distortion; and d) channel capacity, or the vocabulary of the listener. Competency is presently used inter- and intra-personally without consistency of function. Six ordered functions of Competency are a) Binary, used to separate proponents of behavior modification from nonproponents; b) Communicative, used to enhance reliability in describing human behavior phenomena; c) Suggestive, used to encourage major and minor instructional developments; d)
Investigative, used to provide a common language
for researchers; e) Generative, used to advance
thought; and f) Valuative, used to assess competency in personnel. The language of Competency must be developed, refined, and studied carefully by those who use it. (HMD)

ED 087 742 SP 007 726

Gentry, Castelle Johnson, Charles A Practical Management System for Performance-Based Teacher Education. PBTE Series No. 15. American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note-59p. Available from--Order Department, Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington,

D.C. 20036 (\$3.00) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Management, *Management Systems, *Performance Based Teacher Educa-*Management tion, *Systems Approach, Systems Concepts, Teacher Education, Teacher Programs

The authors begin by describing difficulties in educational management systems and list three conditions essential for any performance-based templar adjustion. teacher education management system: a) there must be a clear discrimination between the values of management systems operators and the management tools and processes; b) objectives and operations of the management system must be clearly specified and these conditions must be set up so that all management decisions are gauged against those objectives and operations; and c) changes in the objectives and operations of that management system should be on the basis of feedback regarding the system's effectivebasis of feedback regarding the system's effective-ness. The authors then state that there is a need for a unique management system for PBTE because it is evaluated by primary criteria. Other special needs requiring a special system involve procedures for designing, installing, maintaining, evaluating, and revising the program. Manage-ment functions, components, and their relation-ship are defined. Also listed and discussed are four principles of PBTE management: successive approximation, selective negligence, structure-in-duced practice, and accumulative feedback. In addition to 10 pragmatic rules of program adopaddition to 10 pragmatic rules of program adop-tion or "heuristic" for PBTE (including rules such as "work within the rules of existing management systems whenever possible"), a detailed model for PBTE management structures and an evaluation model are presented. (JA)

ED 087 743 SP 007 727 Kirst, Michael W.

Train, Michael W.

Issues in Governance for Performance-Based
Teacher Education. PBTE Series No. 13.
American Association of Colleges for Teacher
Education, Washington, D.C.
Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Oct 73

Note—41p.

Available from—Order Department, American

Association of Colleges for Teacher Education,

Association One Department Circle, Washington, D. Suite 610, One Dupont Circle, Washington, D. C. 20036 (\$2.00) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Policy, *Governance, *Performance Based Teacher Education, Policy Formation, Political Influences, Political Issues, Teacher Education

The evolution and governing structure for teacher education and certification provide the teacher education and certification provide the context for analyzing the probable impact and is-sues caused by the implementation of per-formance-based teacher education (PBTE). Because the concept of PBTE is still being refined, such an analysis must be of a prescriptive nd speculative nature. However, several factors which will have an effect on crucial governance issues can be identified: a) universities and state governments have had the most influence on edu-cational policy to date; b) since the current system was institutionalized, teacher organizations, parent groups, ethnic minorities, students, and state legislators have gained in strength and will demand a larger share of the influence on educational policy; c) these varying interest groups have different value perspectives which the research base of PBTE is unlikely to resolve, with the result that value issues will become intensely political, engendering negotiations, coali-tions, and compromises; d) the outcome of these political activities will vary according to the prior political climate of the state and the structure of statewide interest groups; and e) major policy trends such as tenure revision, affirmative action for minority employment, and the declining number of elementary/secondary pupils will effect the implementation of PBTE. (HMD)

ED 087 744

D US7 744
Denemark, George W. Yff, Joost
Obligation for Reform. The Final Report of the
Higher Education Task Force on Improvement
and Reform in American Education.
American Association of Colleges for Teacher

Education, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Pub Date Jan 74

Grant-OEG-0-71-1079

-75p.

Available from—Order Dept., American Associa-tion of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—College School Cooperation, Curriculum, *Educational Change, *Educational Improvement, Financial Support, Governance, Information Dissemination, Staff Improvement, Teacher Centers, *Teacher Educator Educa-

Identifiers-*HETFIRE

This document is a report on the Higher Education Task Force on Improvement and Reform in American Education (HETFIRE). The convictions of HETFIRE, identified in the first chapter. include the beliefs that there must be significant change in the education system so that it becomes more responsive to the needs of individuals and that a critical aspect of this change is the preparation and retraining of educators. The document stresses the necessity of partnership in teacher education and conceptualizes the Personnel Development Center, defined simply as a place where educational personnel preparation and retraining happen. The remainder of the report focuses on six areas in which educational port tocuses on six areas in which educational reform might occur, with a chapter devoted to each. The six areas are a) governance, b) staffing, e) curriculum, and f) dissemination of promising practices. The chapter on staffing distinguishes between core staff (a partnership of distinguishes between controlling and community personnel from colleges, schools, and community service agencies) and adjunct staff. HETFIRE sees the Federal Government playing a crucial role in stimulating and initiating reform processes and then decreasing its involvement. A selected bibliography and camera-ready graphics are included. (JA)

ED 087 745 SP 007 729

ED UST 74-5
Monroe, George E.
Report of an Urban Education Reform Experiment: Problems and Promise. Part 1 Project
Development. Supplement to Final Report of the
5th Cycle Teacher Corps Project.
Illinois Univ., Chicago. Chicago Circle Campus.

Pub Date Aug 72 Note-29p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Biculturalism, Bilingual Teachers,
"Community Involvement, Educational Innovation, Internship Programs, "Program Development, Program Evaluation, Spanish Speaking,
"Teacher Education, "Urban Education
The Fifth Cycle Teacher Corps Project was undertaken by the University of Illinois at Chicago
Circle to a) fulfill a stated mission of a university
capacitally created to belin resolve urbay

especially created to help resolve urban problems, b) find effective ways to help an inner-city community utilize its own resources, and c) conduct research on the effective uses of evalua-tion in education reform projects. The project was set in the Pilsen, Heart of Chicago, and South Lawndale communities in the center of Chicago. This area contains the central cluster of Chicago. This area contains the central cluster of the second largest urban group of Mexican-Americans in the United States. Many school-aged children speak little or no English. The schools, however, are still staffed mostly by "Anglo" personnel who do not speak Spanish and who knowery little about the Mexican culture. By Board of Education edict, the public schools were offlimits to parents until 1968. Even after the schools were "opened," community residents continued to feel unwelcome on school premises and insecure in school affairs. This document recounts the efforts to develop a bilingual, bicultural ubran teacher education program in which recounts the errors to develop a biningual, occurring the tural ubran teacher education program in which the community played an active role. It deals with the origin of the project, operational problems encountered, solutions attempted, and the critical functions of systematic evaluation. Also included are statements of conclusion by the development coordinator. (A related document is SP 007 730.) (Author/DDO)

SP 007 730

Rippey, Robert M.

Report of an Urban Education Reform Experiment: Problems and Promises. Section II: Project Evaluation. Supplement to the Final Report of the 5th Cycle Teacher Corps Project.

When I wis Chicago Cricle Campus.

Illinois Univ., Chicago. Chicago Circle Campus. Pub Date Aug 72

Note-236p. EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-30.65 HC-39.87
Descriptors—Biculturalism, *Bilingual Education,
Bilingual Teachers, *Community Involvement,
Internship Programs, Program Development,
*Program Evaluation, Spanish Speaking,
*Teacher Education, *Urban Education

This document recounts the efforts of an urban college of education (the one at the University of Illinois/Chicago Circle) to develop a cooperative program in urban teacher education. It deals with the origin of the project, operational problems encountered, solutions attempted, critical functions of systematic evaluation. Also included are statements of conclusion by the development coordinator. (Related document is SP 007 730.) (Author/DDO)

ED 087 747 SP 007 731

Flaherty, Thomas F. Flaherty, John J.

James Carter: Champion of the Normal School

Pub Date [74]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Educational Improvement, *Historical Reviews, Institutions, Public Schools, *Teacher Education, *Teacher Programs, Teacher Qualifications
Identifiers—Carter (James G.), *Massachusetts

This paper presents a historical review of the gradual growth of interest in an establishment of legislation in Massachusetts for institutions concerned exclusively with the training of teachers. Highlighted is the activity of James G. Carter in this endeavor. The state of education at the beginning of the nineteenth century is described: private schools flourished over common schools; private schools incursated over common schools; and people became teachers because it was easier than manual labor, because they needed employment between more lucrative positions, or because they were not fit for anything else. Carter publicized this situation, advocated a change in the caliber of common school teachers, and called for the establishment of a teacher training institution. Carter's plan for such an in-stitution included a well-stocked library, profes-sors skilled in their respective areas, a laboratory school, a board of commissioners, and a student teaching program. Carter's private efforts to form such an institution failed in the late 1820s, but while he was a member of the House of

Representatives, his bill calling for the establishment of a board of education passed in 1837. The paper concludes with mention of Carter's victory: the establishment of normal schools for the education of teachers in 1838. (JA)

SP 007 732 ED 087 748 Achieving the Potential of Performance-Based
Teacher Education: Recommendations. PBTE Series No. 16.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency-National Center for Improvement of Educational Systems (DHEW/OE), Washing-

ton, D. C. Report No—PBTE-SER-16 Pub Date Feb 74

Note-54p.

Available from—Order Dept., American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Definitions, Educational Principles, *Guidelines, Historical Reviews, *Performance Based Teacher Education, Problems, Profesional Associations

This document on performance-based teacher education (PBTE), issued two years after the first publication of AACTE's Committee on PBTE, represents an attempt to clarify key concepts and terminology, call attention to significant potentialities and problems, and suggest future action Chapter I is a brief introduction. In Chapter II, the committee clarifies what it currently understands to be meant and implied by the phrase 'performance-based teacher education." It places the movement in historical perspective; explains differences in terminology commonly used identifies salient characteristics of PBTE programs; and comments briefly on underlying assumptions, promises, and recommendations on 10 aspects of the PBTE movement, subsumed under three major headings: Program Considerations, Administrative Considerations, and Research Considerations. Chapter IV presents the report's summary and conclusions. Included as appendixes are a comparison between the 1971 and 1974 versions of the committee's definition of the characteristics of PBTE and several comments and statements of special concern. (Author/JA)

ED 087 749

SP 007 734

Rosen, David And Others How to Research the Power Structure of Your Secondary School System.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date Oct 73

Note-113p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Sources, Public Schools, Research Methodology, *School Administration, Secondary Schools, *Student Interests, Student Responsibility, *Student Rights

This document presents, in the interest of student rights, a description for students of the overall nature of public school bureaucracy, its various agencies, and their relationships. The document focuses on the method of critical inquiry that students should follow to obtain in-formation they need. This method is given in the form of charts that contain sample questions and suggestions on where to find answers. There are different charts for each of the following or-ganizations or people: U.S. Office of Education; State Government; State Board of Education; State Superintendent; Local Board/Local School District; Local Board of Education; Local School Superintendent; Principals and Vice Principals; Teachers; Students. A sample question from the U.S. Office of Education section is, What are future plans for receiving federal money, if any? The suggestion of where to find the answer is, Interview with federal aid officer, teachers or administrators intending to submit proposals, or various district administrators. Also included is a case study of District 3 in New York City, one of the most integrated, diversified districts in the city. Appendixes include listings of regional of-fices of the Office of Education and the National Education Association and of other worthwhile sources of information. (JA)

SP 007 735

And Others Swick, Kevin J. Problems and Prospects in Developing an Open

Pub Date [74]

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Learning Laboratories, *Open Edu-cation, *Program Design, *Program Develop-ment, *Program Planning, Student Behavior, Teacher Behavior

This document discusses the problems and prospects of developing an open classroom based on an actual experience. The document is divided into sections of preservice concerns and in-ser-vice development. The former treats such topics as open education readings; school visitations, needed facilities; and planning, organizing, implementing, and evaluating the open education process. Under in-service development, the following topics are discussed: preplanning activities (which include communicating the idea itself to school administrators, teachers, parents, and concerned citizens); organizational activities; the implementation sequence; and prospects for the future. In the organizational activities section, four organizational tasks are defined: organizing materials into "learning centers," organizing the structural arrangement of sequentially introducing children to a more flexible and open classroom, organizing the gradual movement of children from a large-group structure to a more open structure, and organizing a setting for keeping school staff and community people informed on the success of the entire endeavor. In the particular experience of the authors, implementation problems took place in three basic areas: teacher behaviors, child behaviors, and curriculum modification. (JA)

ED 087 751 SP 007 736 Building Healthier Youth: A Basic Curriculum Guide. Grades K-7.

Norfolk Public Schools, Va. Pub Date 71

Note-289p.

EDRS Price MF-\$0.65 HC-\$9.87

*Curriculum Descriptors—Athletic Activities, *Curriculum Guides, *Health, *Health Education, Kindergarten, *Physical Education
GRADES OR AGES: Kindergarten-7. SUB-

JECT MATTER: Health and physical education.
ORGANIZATION AND APPEARANCE: This spiral-bound guide is divided into five sections: a) backgound and general information; b) organization, scheduling, and teaching aids; c) physical education curriculum; d) intramural sports, school demonstrations, and annual city-wide programs; and e) resource materials. OBJECTIVES AND ACTIVITIES: Five objectives and seven desirable outcomes are presented in the first section. Activities are presented for kindergartengrade 2, grade 3, grade 4, grade 5, and grades 6 and 7. INSTRUCTIONAL MATERIALS: Necessary materials and supplies are listed with each activity presented and in the resource section. STUDENT ASSESSMENT: No provision made. OPTIONS: None given. (HMD)

ED 087 752 SP 007 737

Cross, Delores And Others
Intern Perception of Professional Support and the
Learning Situation.

Pub Date [69]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Supervisors, *Cooperating Teachers, Educational Research, Practicums, *Student Teaching, *Teacher Administrator Relationship, Teacher Education, *Teacher In-

This research study was conducted to determine if teacher interns' perceptions of profes-sional support are related to the quality of interpersonal experience or to extraneous variables such as class size, grade level, sex of intern, and school setting (urban or suburban). Intern per-ception of professional support received from school administrators, teachers, and university su-pervisors was also measured. The subjects of the study, 45 graduate students of education, had the responsibilities of first-year teachers in 45 urban and suburban schools for the 1972-73 academic year. At the end of the school year, interns completed a demographic survey regarding class size, school setting, grade level, etc. and a 20-

item questionnaire with responses ranked on a five-point scale designed to measure level of support received from school administrators, col-leagues, and university supervisors. Results of the study indicate that a) interns felt that university supervisors were more supportive than school administrators; b) suburban school administrators were seen as more supportive than urban administrators; and c) extraneous variables were not a major factor affecting intern perceptions of professional support. Intern perception of professional support then seems to be an abstract psychological concept which is a product of inter-personal relationships and which is not influenced by class size, grade level, sex of intern, or school setting. (HMD)

ED 087 753

SP 007 738

Fitzgerald, Sheila M.
A Career Needs Comparison of Elementary School
Teachers and Undergraduate Students in an
Elementary School Teacher Preparation Pro-

gram. Pub Date 73

Note—36p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Majors, *Job Satisfac-tion, *Needs, Teacher Attitudes, Teacher Characteristics, *Teachers Identifiers-*Minnesota Importance Question-

naire

To determine if the career needs of undergraduate students entering a teacher preparation program would be similar to the needs expressed by experienced teachers on the Minnesota Importance Questionnaire (MIP), the responses of 100 undergraduate elementary education students at Michigan State University were compared to those of 178 career teachers engaged in graduate studies at the University of Minnesota. Twenty-five scales adapted from the MIP were represented by 100 items which the respondents ranked on a one-to-five point Likert scale. Analysis of the responses showed that a) the undergraduate group had significantly lower career needs in the areas of advancement, compensa-tion, recognition, supervision, and work accomplishment; b) the mean differences between the two groups were not significantly different for 15 of the 25 scales; c) both groups indicated that creativity, cooperation, dedication of teachers, and overall job satisfaction were their most im portant career needs; and d) both groups agreed that work accomplishment (amount of paper work), structure, recognition, and advancement were low priority career needs. Findings of this study suggest that a) more flexible staffing schedules would increase job satisfaction for teachers; b) schools of education must present a more realistic view of the teaching profession and make stronger efforts to attract males to the profession; and c) studies need to be conducted that relate satisfaction of teachers to their measured effectiveness. (The report includes 10 statistical tables and a copy of the survey questionnaire.) (HMD)

ED 087 754 SP 007 739

Fitzgerald, Sheila M. Career Development Study of Elementary School Teachers. Pub Date [72]

Note-22p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Job Satisfaction, *Needs, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Employment, Teacher Improvement, Teacher Morale, Teacher Promotion, *Teachers, Teaching Benefits

Identifiers—Minnesota Importance Questionnaire, Minnesota Satisfaction Questionnaire

Attitudes of career elementary school teachers concerning satisfaction with their current positions and the fulfillment of their career needs examined in this study of 178 graduate education students. The measurement instrument for the study included a) a request for personal information, employment data, and career aspirations; b) 100 items measuring satisfaction with current teaching position; and c) 100 corresponding items to determine the felt needs of teach regard to their careers. The latter 200 items yielded 25 satisfaction scales and 25 matching need scales. Responses of the study population indicate that career teachers are less than satisfied with their current positions on most of the scales tested. The study findings suggest that

schools of education should a) question whether their programs are having the desired effect in school systems; b) develop conditions that facilitate completion of post graduate studies and encourage commitment to the teaching profes-sion; c) find ways to attract grone males to a sion; c) find ways to attract more males to advanced study in curriculum areas; and d) develop instructional programs that encourage creativity in the classroom. Implications for school systems are that evaluation programs should give more priority to teacher satisfaction and a more flexi-ble use of staff would attract talented teachers to part-time service. Comparisons are made of subgroups with regard to age, sex, marital status, and level of education. The report includes three ta-bles and a bibliography. (HMD)

ED 087 755

SP 007 740

Doyle, Walter Instructional Consultation: A Strategy For Classroom Intervention. Pub Date 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consultants, *Consultation Programs, Decision Making, Individualized Instruction, *Intervention, Performance, *Preservice Education, *Teacher Supervision, Team Teaching Identifiers—Instructional Consultation

Instructional consultation is a school interven-tion strategy designed to improve the decisionmaking and performance capabilities of teachers and to modify the traditional colleague network in schools. The strategy is organized around four interrelated stages: entry, systematic observation, feedback, and training. This paper describes the feedback, and training. This paper describes the components, characteristics, and behavioral science foundations of instructional consultation. Special attention is given to the intervention sequence underlying the strategy and to the use of the basic teacher consultant relationship for building staff teams to increase the amount and quality of peer sharing among teachers. (Author)

ED 087 756

SP 007 741

Price, Shelby L. Baker, John H.
A New Dimension to the Teacher Center Concept:
A University Partnership With a Community
College. Pub Date [73]

Note-10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation,
*Field Experience Programs, Inservice Teacher
Education, Paraprofessional School Personnel,
Preservice Education, *Teacher Centers,
Teacher Supervision, Teaching Experience
Identifiers—Portland Community College
The Teacher Center at Portland Community

College was established for several reasons. First, driving between campus and the out-of-town sites for student teacher supervision was too costly for Oregon State University faculty. Secondly, it was thought that the preparation of teachers should include experiences in schools outside a single local area and educational system. It also seemed advantageous to provide a program in an urban and suburban area in order to give veteran teachers in the field more input than they had previously into the training of new teachers, teacher aides, and in-service personnel. School districts located near to the community college center were included in the organizational design. These schools are learning laboratories for teacher aides, paraprofessionals, student teachers, resident teachers and other students participating in education related field experience programs

SP 007 742

Popham, W. James Alternative Teacher Assessment Strategies. Pub Date [73]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests,
*Evaluation Methods, *Performance Criteria,
Tcacher Dismissal, *Teacher Evaluation
Identifiers—Competency, *Teaching Performance

This document, noting that teacher evaluation has now become a terror for teachers due to legislation such as the Stull Act, reviews the major assessment alternatives for teacher com-petence appraisal. The author discusses the use and merits of ratings, observations, and pupil test

performance and finds them all to have fatal defects. He then describes as a final alternative the use of teacher performance tests, which he first advocated for use in the mid-sixties. The rationale behind this type of test is described as follows: since one of the major difficulties of companies teachers for evaluation is that different paring teachers for evaluation is that different teachers have different instructional emphasis, a teacher's ability to accomplish prespecified in-structional objectives should be measured. The teaching performance test accomplishes this by providing an identical task for different instructors. Projects exploring this method are noted, but further experimentation is advocated. (JA)

SP 007 743

Olmo, Barbara Interaction Analysis for Teacher Preparation.

Pub Date [73]

EDRS Price MF-\$0.65 HC-\$3.29

Poscriptors—Inquiry Training, *Interaction Process Analysis, Laboratory Schools, *Methods Courses, *Student Teachers, Student Teaching, *Teacher Education, Teacher Pro-

This study deals with a teacher preparation program that consisted of five weeks of methods taken immediately before the interns' student teaching experience. Methods students learned teaching experience. Methods students learned current inquiry techniques including case study, simulation/role play, values clarification, and laboratory lessons. Using instruments for classroom interaction analysis, 20 interns observed, team-planned, and individually taught a microunit to four laboratory school classes. The goal of this study was for the interns to elicit (through these techniques) levels of involvement and thinking higher than those reported in studies of ex-perienced teachers. The mean scores of this study indicated that this goal was achieved. (JA)

ED 087 759

SP 007 744

Pritchard, Florence Fay Matching Student Teachers with Cooperating Teachers: A Review of the Literature. Pub Date 6 Mar 74

Note-25p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, Feedback, Interaction Process Analysis, Interpersonal Relationship, *Literature Reviews, Matched Groups, *Student Teacher Relationship, *Stu-

dent Teachers

This document reviews research and writings of 1960s that deal with variables operating within the student teacher/cooperating teacher relationship and affecting the outcome of that relationship for the student teacher. Various relationship for the student teacher. Various methods of matching student teacher and cooperating teacher, cognitive dissonance interpretation, and use of Flander's interaction analysis are all reviewed and discussed. One of the conclusions reached indicates that if the power of the cooperating teacher's influence is derived from the student teacher's very real in-itiation and security needs as described by cognitive dissonance theory, then clearly the more twe dissonance theory, their clearly the more variables upon which a cooperating teacher/student teacher pair can be matched, the better. However, a concern evident in this literature search must still be considered, that is, whether effective matching is really possible. The indica-tion is that matching may be in itself less impor-tant to final student reaching outcomes and gains than efforts to focus the attention of both the cooperating teacher and student teacher on criteria existing outside of their interaction; for this feedback, systems such as interaction analysis offer the best promise. (JA)

ED 087 760

SP 007 745

Self-Contained Training Materials for Teacher Education: A Derivation from Research on the Learning of Complex Skills. Acquiring Teaching Competencies. Reports and Studies. Report No.

National Center for the Development of Training Materials in Teacher Education, Bloomington,

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washing-ton, D. C. Pub Date Feb 74

Note-43p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Teaching, Educational Research, Feedback, *Instructional Materials, *Material Development, Skill Analysis, Skill Development, *Teacher Education, *Teaching

The purpose of this paper is to select from among the bodies of research on complex skill learning those generalizations that seem to have some applicability to issues in designing training materials for teacher education. That selection entails a review of the principal points and findings within the domain and of the implicafindings within the domain and of the implica-tions of the findings for the development of train-ing materials for teacher education. The first sec-tion of the paper delineates the characteristics of skilled performance and briefly examines the stages that the learners pass through as they acquire such skills. Three variables are identified--instructions, practice, and knowledge of results-bat have hear widely investigated, and that see that have been widely investigated and that are applicable to training materials. Summarized are some of the principal generalizations about these some of the principal generalizations about these variables, especially as they seem to pertain to the ultimate objective of designing training materials. The second section of the paper deals with an analysis of skilled performance in teaching and extrapolates from the research on complex skills learning how one might design training materials in the area of the teaching of concepts. (Author/DDO)

ED 087 761

SP 007 746

Dickson, George E. And Others
Early Childhood Education and CompetencyBased Teacher Education.
Connecticut Univ., Storrs. National Leadership

Inst. - Teacher Education/Early Childhood. Pub Date Jun 73

Note-11p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Educational Change, Evaluation Techniques, Individualized Instruction, *Performance Based Teacher Education, Performance Criteria, Systems Approach, Teacher Programs

This document considers the relationships between competency-based teacher education (CBTE) and early childhood education (EC) and examines the implications of these relationships the control of the co ships. CBTE is defined as follows: its objective is to specify competencies; it applies systems theory; and it features personalization and individualization, instructional modes and managedividualization, instructional modes and manage-ment and evaluation procedures. These com-ponents are then viewed from the perspective of ECE and are found to be well in keeping with its ideas (e.g., the stating of goals and objectives in ECE dates back to such pioneers as Froebel and Montessori). It is stated that incorporating the as-Montessori). It is stated that incorporating the assumptions of ECE and CBTE will result in many major changes in early childhood teacher preparation programs. One of these proposed changes is that students will work with young children throughout the entire program rather than for a few weeks during the student teaching experience. Personnel role changes also, it is stated, will be great to suit the needs of CBTE. The document then reviews some ECE programs that have CBTE implications and either the Obio that have CBTE implications and cites the Ohio (Toledo) Model (1968) as having been a previous, serious, all-inclusive attempt to wrestle with the problem of educational change. (JA)

ED 087 762 SP 007 747

Maurer, Wallace M., Ed. Competency-Based Teacher Certification in the United States. A Working Paper of the Pennsyl-vania Competency-Assessment Certification Pro-Pennsylvania State Dept. of Education, Har-

risburg. Pub Date Nov 73

Note-21p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-\$3.29 Descriptors—*Educational Change, Educational Planning, *Educational Policy, *Performance Based Teacher Education, State Departments of Education, *Statewide Planning, *Teacher Certificates, Teacher Education Identifiers—CAC, *Competency Assessment Cer-

With the exception of Vermont, all state eduwith the exception of vermont, all state edu-cational agencies responded to a survey question-naire designed to ascertain the current status of competency assessment teacher certification (CAC). Only 19 states presently award cer-tificates through CAC. This can be explained par-

tially by the fact that state educational agencies can attain the goal of CAC only when the teacher preparation institutions make the complex transi-tion to performance-based teacher education programs. Nine states have decided against CAC, five are undecided, and the remaining 35 states (70%) intend to implement CAC at some future date. Thirty-seven state educational agencies consider the assessment of teacher competencies to be the responsibility of teacher preparation in-stitutions. Seven states report that there is some plan for the renewal of term certification or the issuance of permanent certification on the basis of assessing the teacher's competencies while he is employed. (Four tables and a copy of the survey instrument are included.) (HMD)

ED 087 763

SP 007 748

Miller, Starr Hulsey, John Which Direction for Schools of Education? Pub Date [71]

Note-10p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, *College School Cooperation, *Educational Change, Off Campus Facilities, Performance Based Teacher Education, *Schools of Education, Teacher Centers, *Teacher Education

This document advocates a change in the structure of teacher education while considering the much-discussed view that schools of education may lose the function of educating teachers. Literature treating the failure of universities in educating teachers is reviewed. It is stated that many educators desire total movement of teacher education to a school center that is off the college campus and that is run by the public schools for the objectives of public education. The authors state that one of the motives for such a movement would be to seek a climate more conducive to change than the one that currently exists in teacher education. This paper stresses the need for schools of education to establish programs that are of the college but not in the college: programs that are in the public schools but that have combined staffs. The education of high school teachers is given as an example. For this new major, whether it is called "secondary education" or "secondary teaching", the location is a clinical setting in the public schools; the approach is performance- and product-based. (JA)

ED 087 764

SP 007 749

Stewart, Michael O. Schmeidler, John Attainment of Behavioral Objectives by Teacher Education Graduates.

Fort Hays Kansas State Coll., Hays. Office of In-

stitutional Research.

Pub Date Oct 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, Elementary School Teachers, *Performance Criteria, *Program Evaluation, Secondary School Teachers, *Teacher Evaluation, *Teacher Rating Identifiers—*Fort Hays Kansas State College

The performance of the graduates of the Fort Hays Kansas State College's teacher education program was evaluated by their employers to determine the adequacy of the college's elementary and secondary education programs. kansas State Department of Education developed two questionnaires, one consisting of 16 per-formance-related items for rating elementary school teachers and the other consisting of 12 school teachers and the other consisting of 12 titems for rating secondary school teachers. Using a four-point scale, principals, supervisors, or district heads completed questionnaires for 39 secondary school teachers and 21 elementary school teachers. The responses indicate that a) secondary school teachers attained a mean score of 35.87 out of a possible 48; b) elementary school teachers attained a mean of 44.14 out of a purelible 64; c) 19.21% of secondary school school teachers attained a mean of 44, 17 out of a possible 64; c) 92.1% of secondary school teachers were recommended for employment; and d) 95.3% of elementary school teachers were recommended for employment. It appears then that the products of Fort Hays State College's teacher dispation program are well prepared. teacher education program are well prepared in relation to their peers. However, the smallness of the sample limits the study, and findings should be considered tentative until they are validated. Further research suggestions include a) a replication of this study with a sample from the three state colleges in Kansas and b) a combined teacher-employer study in which evaluations of teachers are compared with those of their employers. (HMD)

ED 087 765 SP 007 750 Short, Edmund C.

Tasks of Technical and Public Policy Experts in Educational R&D. Pub Date [73]

Note-27p. EDRS Price MF-\$0.65 HC-\$3.29

*Edu-Descriptors—*Educational Development, *Educational Policy, *Educational Research, Educational Researchers, *Government Role, Policy, *Policy Formation, Research Utilization In order to develop and implement new

governmental policies in educational research and development (R&D) which meet the needs of R&D specialists and the concerns of the public, it is important to understand the complexity of the research-development-knowledge utilization cycle and to develop a strategy which serves the public interest but reserves to the R&D specialists those decisions and technical activities which only they can adequately carry out. The guidelines of such a strategy are that a) a philosophy of the govern-ment's role in R&D should be developed and promulgated through appropriate legislation; b) a permanent secretariat, responsible for developing and implementing the role statement formulated, should be established by legislation; c) the educational R&D community should be granted financial assistance at the local, state, regional, and national levels to establish its initial organization and governing procedures, for the determination of its priorities, for the identification of continu-ing sources of revenue for the support of research, and for the dissemination of the results of R&D work; d) each R&D institution should receive unencumbered grants of money for allocation to specific knowledge-producing project applicants; e) a system by which knowledge can be readily communicated to the practitioner should be developed; and f) no policies should be set which diminish the effort that has to be given to the studies peaked to the opening constraint of the control of the studies and the special constraints. to studies related to the ongoing operation of par-ticular systems or programs. (HMD)

A Training Program For Selected Teacher Func-

Pittsburgh Univ., Pa. Learning Research and Development Center. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Feb 71

Note—35p.; Paper presented at the Annual Mecting of the American Educational Research Association, Chicago, Illinois, April 1974
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, Teacher Education, *Teacher *Inservice Education,

*Teaching Skills, Teaching Techniques
Identifiers—*Individually Prescribed Instruction.,
Primary Education Project

The purpose of this paper is to present an inservice training program designed to give teachers three groups of selected skills which are useful in an individualized setting: a) recognition and reinforcement of children's self-management skills, h) identification and reinforcement of children's task performance skills, and c) teacher time-apportionment skills. The paper begins with an analysis of some necessary children's skills for the Primary Education Project (PEP) and In-dividually Prescribed Instruction (IPI) models of dividually Prescribed Instruction (IPI) models of individualizations. This analysis serves as the basis for specifying the objectives of the teacher training program, which is described in terms of both content and mode of instruction. Finally, a description and preliminary evaluation of the program are presented. (Author/HMD)

ED 087 767

SP 007 752 Faculty Self-Study in the Elementary School. Working Papers. Revised Edition 1973.

Pennsylvania State Dept. of Education, Har-risburg. Bureau of Planning and Evaluation. Pub Date Note-184p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Early Childhood Education, *Educational Improvement, *Elementary Education, Exceptional Child Education, Faculty Evalua-*Guides, Pupil Personnel Services, School inistration, *Self Evaluation, Units of Administration. Study (Subject Fields)

This guide for the study of a school district by its faculty members and administrators, along with parents, begins with suggested procedures

for initiating and conducting a self-study. The guide itself contains two major sections: comprehensive study areas and content study areas. Included in the comprehensive areas for study are administration and organization; early childhood education; education for exceptional children; library/media services; organizational, instructional, and special subject programs; pupil per-sonnel services; school-community relations; school plant; and staff. Content study areas are the arts, communications, environmental educa-tion, health, mathematics, physical education and safety, practical arts, science, and social science. Each comprehensive study area is divided into various categories necessary for thorough ex-amination. The content study areas are generally divided into the three categories of content, is struction, and equipment and materials. (DDO)

ED 087 768

SP 007 753

Hess, Robert D. And Others

Teacher Strategies and Student Engagement in Low-Income Area Schools. Research and Development Memorandum No. 105. tanford Univ., Calif. Stanford Center for Research and Development in Teaching. Stanford

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No-RDM-105 Pub Date Feb 73 Contract-OEC-6-10-078

Note-105p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-*Attention, Low Income Groups, *Attention Control. Stimulation. Student aracteristics, *Student Behavior, Student Characteristics, Motivation, Student Teacher Relationship, Teacher Behavior, *Teaching Techniques

This study identifies effective teacher strategies associated with student engagement in natural classrooms. "Student engagement is defined as observable interest and/or attention to a learning task prescribed by the teacher. Twenty-four teachers and their students in the third and fourth grades in nine elementary schools in low-income areas in the San Francisco Bay area were ob-served on 10 occasions during the 1971-72 school year. Student engagement, teacher strategy use, and the relationship between them were analyzed. The major findings were that a) there were large differences in level and mode (receptive or expressive) of engagement among classrooms and among observation rounds; b) the frequency of strategy use varied among teachers and for individual teachers from one observation round to another; c) the mean percentage of students engaged rose significantly during the year; d) there were no significant differences in level or type of engagement by sex or ethnicity of stuor by subject matter; e) level of engagement differed significantly by size of instructional group, with lower levels for large groups than for small or dyadic groups; and f) level of engage-ment in the classroom was not clearly related to the use of particular strategies. The findings point to the importance of molar instructional and environmental settings as factors in engagement. They suggest a modification of the conceptual orientation of the study. (Author)

ED 087 769

Summary of Research on Open Education. Educational Research Service, Washington, D.C. Pub Date 74 Note-47p.

Available from-Educational Research Service. Inc., 1815 North Fort Myer Drive, Arlington, Va 22209 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Cost Effectiveness, Educational Research, *Open Education, Parent Attitudes, *Student Attitudes, Student Behavior, *Teacher Attitudes, Teacher

This report summarizes the available research on open/informal education. The introduction discusses the assumptions which underlie open discusses the assumptions which underne open education and presents definitions and descrip-tions of open education. The body of the report examines 30 studies of open education and reports findings with regard to student achieve-ment, student self-concept and self-esteem, student behavior, student attitudes and responses to open education, teacher attitudes and morale, teacher characteristics, parent and community reactions, and cost effectiveness. Findings of the

studies are varied and sometimes contradictory. The document includes seven data tables and an eight-page bibliography. (HMD)

ED 087 770

Hamilton, Phyllis D.

Hamilton, Phyllis D.
Competency-Based Teacher Education. Research
Memorandum EPRC 2158-19.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Office of Education (DHEW),
Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No-MR-EPRC-2158-19
Pub Date Jul 73
Contracts - DEC D-27-25016

-OEC-O-72-5016

Note-75p. EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-50.65 HC-53.29
Descriptors—"Educational Legislation, "Educational Policy, Federal Legislation, "Government Role, "Performance Based Teacher Education, Policy Formation, State Legislation, "Teacher Education This paper identifies critical issues of performance-based teacher education (PBTE), relates the residence of the performance of the p

tormance-based teacher education (PBE), re-lates them to influences on policies for educa-tional professions, and makes recommendations for future action by the U.S. Office of Education (USOE). The rapid growth of PBTE is creating unrealistic expectations for educational reform which may prematurely destroy its potential. Although PBTE is promoted as a radically different form of teacher education, it is not si cantly different from previous methods. PBTE's problems are a combination of (a) lack of knowledge of the relationship of teacher behaviors to pupil outcomes and (b) problems inherent in instruction and evaluation, design and management by consortia, humanist reaction, certification procedures, premature legislation, or-ganized opposition, and development and operat-ing costs. It is recommended that USOE take iming costs. It is recommended that USOE take immediate steps to moderate claims of widespread
educational reform through PBTE and discourage
premature legislation for competency-assessed
certification. Long-term recommendations are
that USOE (a) fund a comprehensive analysis of
PBTE, (b) establish a policy group to advise
Federal teacher education planners, (c) promote
research on teacher effectiveness and social factors affecting child legraine (d) compare the comtors affecting child learning, (d) compare the cost effectiveness of PBTE with alternate models, (e) inform the public of the complexities of educa-tional policy making, and (f) clarify national goals as they relate to future teacher training needs. (Author/HMD)

Journal of Proceedings. 1973 Annual Convention of the National Association of State Boards of Education (Portland, Oregon, October 6-10). National Association of State Boards of Educa-

tion, Denver, Colo. Pub Date Oct 73

Note-105p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Educational Change, Evaluation Methods, *Professional As-sociations, Program Evaluation, *State Boards of Educations of Education

of Education

This document is primarily composed of speeches delivered at the 1973 annual convention of the National Association of State Boards of Education. The opening speech by H. Thomas Jones, President of the Spencer Foundation, consider that the characteristic secretary. cludes that the changing age structure of our population is reducing pressures on educational population is reducing pressures on educational institutions which, in spite of doubts stirred in the 60s, are stable institutions that our society should cherish. Also included are speeches on the following topics: Educational Priorities in a Free Society, The Supreme Court and State Responsi-Society, The Supreme Court and State Responsi-bility for Education, New State Assessment Probility for Education, New State Assessment Programs, Pennsylvania's Statewide Educational Ouality Assessment, The New York State Elementary and Secondary Education Evaluation System, and A New Role for the Neighborhood Elementary School. The appendixes are as follows: Minutes of Preliminary Business Meeting and By-Laws, Minutes of Annual Business Meeting and 1973-74 Budget, Courtesy Resolutions, and Policy Resolutions. (JA)

ED 087 772

SP 007 759

Lindsey, Margaret
Ferment and Momentum in Teacher Education
15th Annual Charles W. Hunt Lecture.

American Association of Colleges for Teacher Education, Washington, D.C. Pub Date 74

Note—25p.; Lecture presented at the 26th An-nual Meeting of the American Association of Colleges for Teacher Education, Chicago, Ill., February 20, 1974

February 20, 1974
Available from—Publications Dept., American
Association of Colleges for Teacher Education,
One Dupont Circle, Suite 610, Washington,
D.C. 2036 (\$1.00)
EDRS Price MF-\$0.65 HC-\$3.29

Ouality, Leadership, Power Structure, Relevance (Education), Social Change, *Teacher Education

*Teacher Education
This paper identifies salient features of scholarship and statesmanship that are required to bring
about constructive momentum from the ferment
in which today's teacher educators are operating. After brief comments on the nature of the fer-ment found in the general environment, the fer-ment in teacher education is illustrated through two examples. The foci selected for discusare (a) one attempt to enhance the quality of teacher education and (b) the current struggle for power and control in the field of teacher education. In each case, a look at alternative ways teacher educators interact with the fast-moving elements in the ferment leads to recommenda-tions about scholarship and statesmanship that could bring about constructive momentum. (Author)

ED 087 773 SP 007 760

SP U07 760
Sagan, Edgar L. Smith, Barbara G.
Alternative Models for the Co-operative
Governance of Teacher Education Programs.
Study Commission on Undergraduate Education
and the Education of Teachers, Lincoln, Nebr. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date 24 Apr 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Flow Charts, *Governance, *Models, Planning, *Schools of Education, *Systems Analysis, Systems Approach, *Teacher Education

*Teacher Education
This paper reviews and criticizes existing
models of governance of teacher education and
proposes alternative ones. Chapter I defines three
models of governance including a) a bureaucratic
model; b) a collaborative model; and c) a systems
analysis model which is used to plan new models
in the final chapters. Chapter II deals with the
current perceptions of governance of teacher
education. Responses to a 1972 Gallup Public
Coninion not) are given as well as responses given Opinion poll are given as well as responses given by university professors to a governance opinionnaire. Chapter III emphasizes that each group naire. Chapter III emphasizes that each group desiring participation in the aspects of governing should be gauged in terms of the contributions direct applicability to the program and that teachers should be prepared by a systematic program. This chapter also contains a discussion of seven components of a teacher education model and concludes with examples of governance models in teacher education programs. Chapter V stresses that implementation of governance models should be preceded by thorough planning and facilitated by adequate project management. modes should be preceded by thorough planning and facilitated by adequate project management. The procedure for planning developed by Koontz & O'Donne'i is listed and a planning model is examined which suggests that planning be divided into early and advanced phases. The project management section discusses criteria for identifications. ring an undertaking as a project, general steps for planning and controlling a project, and guidelines for maintaining satisfactory project management. (PD)

ED 087 774

SP 007 762

Burgy, Dianne R.
Developing Good Teachers by Strengthening Stu-dent Teachers' Self-Concepts.

Note-10p. EDRS Price MF-\$0.65 HC-\$3.29

pescriptors—Effective Teaching, *Self Concept, *Student Teachers, Student Teaching, Super-visors, Supervisory Methods, Teacher Educa-tion, Teacher Experience, Teacher Supervision This study deals with the identification of situa-poal components and unpervisors provided the contional components and supervisory practices that lead to the development or reinforcement of a strong, positive self-concept on the part of the

student teacher. Included is a brief literature student teacher: includes is a brief interature review of research studies concerned with identifying various situational components involved in student teaching. The main portion of the report deals with a recent study at the University of Iowa, which concludes that in general there is no change in teachers' self-concept during the course of the student teaching experience. Three factors, however, were identified as being associated with an increase in self-concept: (a) socioeconomic status of the student teacher's classroom (heterogeneous classes produced great increases in student teacher self-concept, lower increases in student teather sen-concept, lower socioeconomic status some increase, and higher status a decrease); (b) college supervisor's teaching experience (student teachers who had supervisors with 5 or 6 years experience showed the greatest increase in self-concept); and (c) superieurs received of college trunsprisors (student). pervisory practice of college supervisors (student teachers whose supervisors always scheduled their observations well in advance showed a marked increase in self-concept). (JA)

ED 087 775 Knoll, G. C.

SP 007 763

Do Pre-Student Teaching Experiences Change At-titudes Toward Teaching? Pub Date Jun 73

Note-15p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Changing Attitudes,
*Education Majors, Field Experience Programs, Preservice Education, Teaching, *Teaching Experience
Identifiers—*Prestudent Teaching, University of

This study details the main activities that pre-student teachers were scheduled to engage in while in the Exploratory Field Experience Pro-gram at the University of Iowa. Its primary pur-pose was to investigate the effect of an undergraduate exploratory field experience (pre-stu-dent teaching) course on the attitudes held by prospective teachers. The study focused in part on the relationship between attitude change of the pre-student teachers and the following eight demographic and descriptive variables: sex, ele-mentary vs. secondary levels, major curricular areas, university classification, ACT composite scores, grade point averages, grades received in the introduction to teaching course, and grade levels of the pre-student teaching experience. The samples of the study included 162 elementary and 286 secondary pre-student teachers for a total of 448 students enrolled in the Exploratory total of 448 students enrolled in the Exploratory Field Experience Course. The attitudes were reflected in responses to statements in the Min-nesota Teacher Attitude Inventory (MTAI) ad-ministered at the beginning and end of both semesters of the course. Results indicated that students entered the program with a positive at-titude towards interpersonal relationships with children and teaching as a career and left the program with an even stronger positive attitude in these areas. (Descriptions and table analysis of each variable are included in the text.) (JA)

One Year Program to Train Developers in Public Education Systems. Final Report. New York Univ., N.Y. Inst. of Afro-American

Spons Agency-National Center for Educational Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Bureau No—BR-02-0598 Pub Date 1 Sep 73 Grant—OEG-0-72-1367

Note-126p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Research, Minority Group Teachers, Models, *Professional Training, *Program

Models, *Professional Training, Evaluation, School Involvement

The purpose of this program to train developers in public education systems was to construct and test a viable model that would fulconstruct and test a value model that would this fill its training goals in one year and which could also be replicated under similar conditions by comparable institutions. The model involved a part-time program which provided theoretical and experiential training for 15 public school educa-tors in the role of educational developer, a role which required interpretation of ideas from edu-cational research and implementation of these ideas in education programs. Ten of the 15 par-ticipants were members of minority groups and

nine were women. The program had three major phases: an intensive 6-week workshop in methods of educational research and evaluation; a semester of classroom instruction in educational administrative leadership and the sociology of complex organizations; and a field experience in which the participants designed and implemented an innovative educational development project. Although the general feasibility of the model was validated, process and summative evaluation information suggested some desirable modifications in the model. The model could be improved by using more rigorous criteria for the selection of participants, limiting the scope of the field projects to more manageable projects, focusing more on the theory and practice of urban education, and emphasizing only those research techniques necessary for implementation of the developmen-tal projects. (Author/DDO)

SP 007 767

ED 087 777

Whitmore, Joanne R. And Others
An Experimental In-Service Teacher Education
Program for Distressed Elementary Schools.
Stanford Univ., Calif. Stanford Center for
Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RDM-117
Pub Date Feb 74
Contract—NE-C-00-3-0061
Note—1940.

Note-194p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Academic Achievement, Academic Performance, Disadvantaged Schools, *Disadvantaged Youth, *Inservice Teacher Education, Positive Reinforcement, Student Attitudes, Student Behavior, *Teacher Attitudes, *Teacher

This report describes an in-service teacher education program that was implemented in a school serving students of low socioeconomic status. The program was designed to increase student achievement by increasing teacher recognition and reinforcement of student behavior. In a 5-day workshop held before the start of the school year, the researchers presented concepts of motivation; effective, nonpunitive techniques for controlling undesirable student behavior; the theory of posi tive reinforcement; means of preventing ex-periences of failure; and group and individual problem-solving skills. During the school year, the program included weekly and biweekly miniworkshops and a support system providing materials and technical assistance to participant teachers. Improving communication, gathering and transmitting information, and problem solving were the foci of the miniworkshops. Both the researchers and the participants evaluated the program at the end of the school year. Although many desirable behavior changes were observed, the goals of improving the student achievement and changing teacher and pupil attitudes and behaviors were not met. Factors that reduced the effectiveness of the program included the expec-tation of failure on the part of the principal and some teachers, low personal and professional self-concepts among many teachers, and a pervasive sense of pressure and futility. (Author/HMD)

SP 007 768

SP 007 768
Blierly, Margaret And Others
Teacher Training Products: The State of the Field.
Research and Development Memorandum No.
116.

116.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—RDM-116

Pub Date Jan 74 Contract—NE-C-00-3-0061

Contract—NecNote—92p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Data Analysis, *Instructional
Materials, State of the Art Reviews, Teacher
Behavior, *Teacher Education, *Teaching

Skills

This report describes the development and contents of a computerized catalog of teacher training products. The catalog was compiled by the staff of the Stanford Center for Research and Development in Teaching (SCRDT) Program on Teaching Effectiveness as part of an effort to develop a systematic teacher training model. A 117-item product description form developed by as used to analyze and describe each of

the 657 products entered in the catalog. This report presents the frequency and distribution of product characteristics according to the following major categories: developers, subject matter specificity, target outcomes for teachers, target outcomes for students, product availability, the nature of the training situation (including whether materials must be supplied by the user), and the availability of field test results. The extent of agreement among the analysts in describing products was tested on a sample of six products. The range of values was 3 (maximum disagreement) to 6 (maximum agreement). The overall mean agreement on the 117 descriptors was 5.7. For 45% of the products, the developers was 3.7. For 43% of the products, the developers responded to a request for verification of the description of their products. The compilation and tabulations show what areas of teaching and what teaching skills product developers had addressed as of the fall of 1973. The means of making the state of th ing the catalog available outside SCRDT are under consideration. The catalog is not included in this report. (Authors)

ED 087 779

SP 007 769

Mallan, John T.
Teaching Centers: Utopia, Eutopia, or Kakotopia?
Pub Date Feb 74

Note-13p.; Paper presented at the Annual Meet-ing of the American Association of Colleges for acher Education, Chicago, Illinois, February

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*College School Cooperation, Community Involvement, Educational Change, Educational Research, Governance, Inservice Teacher Education, Performance Based Teacher Education, *Teacher Centers, Teacher Role

The old campus school was the progenitor of the contemporary teacher center. It died due to excessive costs, its "artificial setting," and problems with control. The question is, Is the teacher center immune to the problems that beset its progenitor? A general consideration of teacher centers as a change vehicle leads one to speculate that because of the increase in the number of people involved, teacher centers may inhibit some of the desired changes. Experience with the teacher center at Syracuse University has brought number of issues to light: (a) the nature of the initial partnership between the two cooperating institutions; (b) the models used in handling ongoing teacher center negotiations; (c) the use of competency-based teacher education; (d) the creation of a new position, field coordinator, and the necessary training for such an individual; (e) the changing role of professors; (f) the involvement of classroom and university teachers; (g) the idea of the community as an equal partner; (h) the concept of in-service programs for school personnel; and (i) the need for a systematic research component. (JA)

Young, Jon I. And Others Systems Approach to Individualization. Pub Date [74]

Note-9p.; Paper presented at the Annual Meet-ing of the American Educational Research Association, Chicago, Illinois, April 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Decision Making,
*Individualized Instruction, *Systems Analysis, *Systems Approach, *Teacher Programs *Teacher Education,

Identifiers-Individualized Secondary Teacher

Education Program, ISTEP

A detailed examination of an individualized teacher education program is given. The analysis uses a systems approach to permit study of the entire program and the subsystem of instruction. The program analysis includes data on student progress so that accurate predictions can be made concerning numbers of students and staff necessary. In addition, information can be made necessary. In addition, information can be made available to students to help them make appropriate decisions. The instructional component of the system is analyzed in detail so that each specific decision a student must make is identified, and information is presented so that accurate decisions are possible. (Authors)

ED 087 781

SP 007 773

Zevin, Jack In Thy Cooperating Teacher's Image: Convergence of Social Studies Student Teachers'

Behavior Patterns with Cooperating Teachers' Behavior Patterns. Pub Date Apr 74

Note-11p.; Paper presented at the Annual Meet-ing of the American Educational Research Association, Chicago, Illinois, April 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Cooperating Teachers, *Imitation, Social Studies, *Student Teachers, *Teacher Influence

This study focused on the influences most effective in shaping the classroom behavior pattern of student teachers. College influences, particularly those emanating from education courses and supervisors, were compared with school in-fluences, particular, those from cooperating teachers who work and guide teachers while they are serving as interns. A small sample of student and cooperating teachers was divided into two groups, one of which exhibited a pattern encouraged by the college, and the other of which did not. Behavior of both student and cooperating teachers was sampled early and late in the semester. Analysis showed strong convergence of behavior in two groups. Students tended to imitate their cooperating teachers in the field, regardless of the approval or disapproval of the college supervisor or education (methods) instruc-tors. (Author)

Shea, Joseph The Relative Effectiveness of Student Teaching Versus A Combination of Student Teaching and Microteaching.
Pub Date Apr 74

Note—17p; Paper presented at the Annual Meet-ing of the American Educational Research As-sociation, Chicago, Illinois, April 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Covariance, Effective Teaching, *Microteaching, *Preservice Educa-tion, Student Teaching, Teacher Education,

*Teaching Skills
Identifiers—Minicourses This experiment was conducted to determine

whether preservice teachers taking a combination of Minicourses and student teaching (the experimental group) would develop greater teaching skills than teachers taking only student teaching (the control group). Pre- and post-video tapes of their teaching performances were scored and compared using analysis of covariance. It was found that, compared to the control group, experimental-group teachers repeated pupil answers less often, answered their own questions less often, and used more higher-cognitive questions in discussions. In tutoring sessions, they used more diagnostic questions, verbal praise, demonstration techniques, and evaluation. The overall sig-nificance of this experiment is that it serves as a demonstration that microteaching as a specialized technique, and Minicourses as an adaptation of it, can be used effectively, within certain limits, in training preservice teachers. (Author/JA)

ED 087 783

SP 007 776

Kerins, C. Thomas And Others Illinois Area Service Centers and Their Effects or Teacher Change.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.

Pub Date Apr 74 Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Comparative Analysis, Demonstration Centers, *Education Service Centers, *Teacher Behavior Comparative

The effects that the state-funded Illinois Regional Area Service Centers have had on education generally and on teacher behavior specifi-cally were analyzed, and a comparison was made with data gathered on the forerunner institutionthe demonstration center. In both cases, teachers were asked to write an example of a change that occurred as a result of their interaction with the "change inducing" institution. Multiple raters used specific criteria to catalogue the written responses. The results showed that over 42 percent of the teachers could give a written example of a change in their behavior, a significant in-crease over the demonstration centers results. SP 007 777

ED 087 784

Lindberg, Lucile Swedlow, Rita
Developing Training Skills for Classroom Teachers
Who Will be Working with Undergraduate Stu-

dents.
Pub Date Apr 74
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974
EDRS Price MF-80.65 HC-\$3.29

Descriptors—*Cooperating Teachers, Early Childhood Education, *Supervisory Training,

"Teacher Education, Teacher Supervision
The objective of the project described in the
paper was to help six classroom teachers in an
early childhood center develop skills and conearly childhood center develop skills and con-cepts needed as teacher trainers in a professional-year, modular, field-based program. Training skills were developed through participation in the preparation of modules, workshops, and analyses of video- and audio-tape recordings. Instructors working in the program reported that learning was evident in students' performance and articulation. (Authors)

TM

TM 003 389

An APL/1500 Procedure for Generating Rande Samples from Trivariate Normal Populations. Pub Date 72

Note—14p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction,
*Computer Programs, Learning, Measurement
Techniques, Models, Research, Sampling,
*Simulation, *Teachers, *Training
The uses of simulation as a technique for instruction and research have been expanding over

the past ten years. As an aid to educational the past ten years. As an and to customary titioners, the sampling procedures associated with trivariate normal populations are described along with a description of an APL/1500 computer program for this level of multivariate sampling in educational research. A sample use of the pro-gram is also given. (Author)

TM 003 394

CIRCUS: Comprehensive Assessment in Nursery School and Kindergarten. Educational Testing Service, Princeton, N.J. Pub Date 21 Aug 73

Pub Date 21 Aug 75
Note—41p.; Proceedings of a symposium presented at the American Psychological Association Convention (Montreal, Quebec, Au-

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-80.65 HC-83.29
Descriptors—*Child Development, Divergent
Thinking, *Early Childhood Education, Educational Development, Individual Development,
Kindergarten Children, Language Development, *Measurement Techniques, Memory,
Perceptual Development, Preschool Children,
*Preschool Tests, Problem Solving

Identifiers—Circus Tests
These papers deal with four specific proposicerning the role of measurement in childhood education: 1. measurement should play an integral part in early education, independent of special pressures to evaluate program effects; 2. the measures should be designed or adapted specifically to the continuing needs of preprimary educators and to the limitations in time and measurement expertise typical of many nursery schools and kindergartens; 3. there should be no surement expertise typical of mainy nursery schools and kindergartens; 3. there should be no lowering of technical standards for the instruments which assess young children; 4. theoretical bases and construct validity are just as important for measures intended for use in practical settings as for research instruments. Six speakers at the symposium explained their reasoning behind these propositions and illustrated their remarks with descriptions of CIRCUS, a program of new instruments and supporting services for preschool and kindergarten teachers. Titles of the six presentations are: Assessment for Personal and Educational Development; Language Comprehension and Performance; Memory and Experience; Quantitative and Relational Understanding; Problem Solving and Divergent Production; and, The Context of Assessment and the Assessment of Context. Two additional speakers presented their critical views of these measurement approaches. (Author/NE) ED 087 787

TM 003 395

ED 087 761
Burson, William W.
Manual for Interpreting Intermediate School Re-

Pennsylvania State Dept. of Education, Har-risburg. Bureau of Educational Quality Assess-

Pub Date Sep 73

Note-106p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Affective Objectives, *Educational Assessment, Educational Objectives, Grade 9, *Manuals, *Norms, Schools, Scores, *State Surveys, *Test Interpretation, Test Results Identifiers—*Educational Quality Assessment,

State Educational Assessment Programs
This manual is designed to aid the school administrator and staff in the interpretation of
Pennsylvania's Educational Quality Assessment Report for Grade Nine. General background in-formation is presented on the ten goals of quality education which were assessed. These goals in-clude: self esteem; understanding others; basic verbal and math skills; health habits; interest in school; citizenship; creativity; vocational attitude and knowledge; appreciation of human accomplishments; and preparing for a changing world. Also presented are brief descriptions of the program's development, field testing, establishment of normative standards, and actual administrative procedures. The use and importance of input variables is described and illustrated in several norm charts. How expected scores are calculated is explained. A replica of a school quality report for a hypothetical ninth grade with important points noted composes a major part of the manual. The appendix includes: school informa-tion form; teacher questionnaire and graph of normal curve with Z scores and percentile equivalents. (MLP)

Burson, William W.

Educational Quality Assessment - Manual for In-terpreting Intermediate School Reports: Grade

Pennsylvania State Dept. of Education, Har-risburg. Bureau of Educational Quality Assessment.

Pub Date Sep 73

Note-119p. EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Affective Objectives, *Educational Assessment, Grade 7, *Manuals, *Norms, Schools, Scores, *State Surveys, *Test Interpretation, Test Results

entifiers—*Educational Quality Assessment, State Educational Assessment Programs

State Educational Assessment Programs
This manual is designed to aid the school administrator and staff in the interpretation of
Pennsylvania's Educational Quality Assessment
Report for Grade Seven. General background information is presented on the ten goals of quality education which include: self esteem; understanding others; basic verbal and math skills; health habits; interest in school; citizenship; creativity; vocational attitude and knowledge; appreciation of human accomplishments; and preparing for a changing world. Also presented are brief descriptors of the development field testing, the normative group and the actual administrative procedures. The use and importance of input variables is described and illustrated in several norm charts. How expected scores are calculated is explained. A replice of a school audity agent. vocational attitude and knowledge; appreciation norm charts. How expected scores are calculated is explained. A replica of a school quality report for a hypothetical seventh grade with important points noted composes the bulk of the manual. The appendix includes: school information form; teacher questionnaire and graph of normal curve with Z-scores and percentile equivalents. (MP)

ED 087 789 TM 003 397

State Testing Programs: 1973 Revision.
Educational Testing Service, Princeton, N.J.;
ERIC Clearinghouse on Tests, Measurement,
and Evaluation, Princeton, N.J.

Pub Date Nov 73

Note—65p.

Available from—Available from Advisory and
Field Services, Educational Testing Service,
Princeton, N.J. 08540 for \$4.00

EDRS Price MF-80.65 HC-83.29

Descriptors—*Educational Assessment, *Educa-tional Programs, *State Surveys, *Testing Pro-

Identifiers-State Testing Programs

The purpose of the survey was to obtain information to prepare a profile of state testing programs. One section of the report summarizes the data on the 42 testing programs that were operating in 33 states during the 1972-73 school year. This summary tabulates the findings of eight major areas covering all the questions asked during the interviews, including: purposes of programs; management aspects; population tested; instrumentation; data collection and processing; norms; dissemination; and prospects for the future. Detailed program descriptions for each state are presented in the second section. Finally, the are presented in the second section. Finally, the two appendices present an item by item response summary across states and programs and a copy of the interview guide. (MP)

Witkin, Herman A. And Others
Field-Dependence-Independence and Psychological
Differentiation: A Bibliography Through 1972
With Index.

Educational Testing Service, Princeton, N.J. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Report No—ETS-RB-73-62

Pub Date Oct 73

Note-248p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Bibliographies, Individual Psychology, *Locus of Control, Perception, Personality Assessment, Personality Tests, Psychological Studies, Self Actualization, Self

Psychological Studies, Self Actualization, Self Concept, Sex Differences Identifiers—*Cognitive Style, Field Dependence Independence, Psychological Differentiation One thousand five hundred and eight references published between 1948 and 1972 are listed alphabetically by author in this bibliography. The reports are limited to those that are in the public domain. Both reports of empirical studies and concentual papers are contained in the dies and conceptual papers are contained in the bibliography. Listed with each reference which reports on empirical study are descriptors which provide the test(s) of field-dependence-independence and/or differentiation employed in the study, and characteristics of the subject population used. An index section is included which classifies the reports. Annual supplements will cover the literature of subsequent years. (MLP)

Levenson, Hanna

Reliability and Validity of the I,P, and C Scales -A Multidimensional View of Locus of Control. Pub Date Aug 73

Note—9p.; Paper presented at American Psychological Association Convention (Mon-treal, Canada, August, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Activism, Behavior, *Behavior Rating Scales, Citizen Participation, Dissent, *Locus of Control, Parent Influence, Patients *Locus of Control, Parent Influence, Patients (Persons), Personality Studies, Personality Theories, Predictive Validity, Psychological Characteristics, Reinforcement, Social Behavior, *Test Reliability, *Test Validity Identifiers—Rotters Internal External (IE) Scale

The paper contains a discussion of the modifi-cation of Rotter's Internal External Scale into the three scales of Internal, Powerful Others, and Chance orientations. The tripartite, multidimensional view of locus of control was developed because the validity and usefulness of Rotter's lumping expectancies of fate, chance, and powerful others together under the rubric of external control were questioned. Data are provided indicating that the refinement of the Internal Exter-nal scale is justified. The three predicted orientations emerged in factor analyses, and scores on thois energed in factor analyses, and scores on the scales were differentially related to such vari-ables as philosophy of human nature, involve-ment, information, activism, psychopathology, and perceived parental upbringing. (Author)

ED 087 792 TM 003 412

Cataldo, Michael F. Risley, Todd R.

Cataido, Michael F. Risley, Todd R.
Development of a Standardized Measure of Classroom Participation.
Pub Date Aug 73
Note—12p.; Paper presented at American
Pscyhological Association (Montreal, Canada,
August, 1973)
EDRS Price MF-50.65 HC-53.29
Descriptors, Behavioral Colored Parcent

Pescriptors—Behavioral Science Research,
*Class Activities, *Classroom Observation
Techniques, *Classroom Participation, Class-

room Research, Evaluation Techniques, Lesson Observation Criteria, *Student Behavior, *Test Construction

Identifiers-*Planned Activity Check (PLA

A sample research observation measure and its preparation into a written observer training package for use in evaluating children within or across classrooms is described. The Planned Acacross classrooms is described. The "rained Ac-tivity Chc-k (PLA-Check) measure, a time-sam-ple observation of children's participation is planned activities; was used. A training manual based upon the PLA-Check was devised and then based upon the PLA-Check was devised and then revised on the basis of a series of user tests. The use of the PLA-Check training manual was found to be sufficient as an exportable training program for observers on the use of a standardized mea-surement system of classroom participation. The study also provides an example of procedures useful in developing a measure for general use. Last, the PLA-Check as a measure provides an evaluation process for across setting comparison of classrooms and techniques. Tables and graphs are included in the study to show the reliability of

the observer at different phases of development. ED 087 793

COLAMDA Evaluation, 1970-71.

Pouglas County School District RE-1, Castle Rock, Colo.; Regional Center for Pre-Coll. Mathematics, Denver, Colo. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Colorado State Dept. of Education, Denver. Denver. Pub Date 71

Note-81p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Formative Evaluation, Individualized Instruction, *Low Achievers, *Mathematics, Mathematics Instruction, Ouestionnaires, *Secondary School tion, Questionnaires, *Secondary Mathematics, *Summative Evaluation

Identifiers—*Committee Low Achievers Mathematics Denver Area, Elementary Secondary Education Act Title III, ESEA Title III, Project COLAMDA

This report is an evaluation of the Committee of Low-Achievers in Mathematics-Denver Area (COLAMDA) Project, a mathematics program involving diagnosis, prescription, and implementation for use with low achievers in grades seven thru twelve. It contains an assessment of 1970-71 project year by a resource technician. An on-site evaluation report describes the evaluation team which visited different school sites, conferred with teachers and administrators and compiled a list of specific strengths, weaknesses, comments, and recommendations for COLAMDA. A report on the student evaluation of the teacher along on the student evaluation of the teacher along with observation of the same teachers by trained personnel is also included. The appendix contains the instruments used to evaluate the COLAMDA project from 1968-1971. These instruments include: student questionnaires; student standardized achievement test results; workshop questionnaires; material usage; administrator interview; heacher, exiting scales, and present interview. terview; teacher rating scales and personal opinion scales. For related document see also TM 003 404. (MP)

ED 087 794 TM 003 416 Teacher Rating Scale for Student Evaluation of

Teacher.
Regional Center for Pre-Coll. Mathematics,
Denver, Colo.
Rureau of Elementary and

Secondary Education (DHEW/OE), Washington, D.C.; Colorado State Dept. of Education, Denver.

Note-5p.

Available from-Not available separately, see TM 003 415

Document Not Available from EDRS.

Descriptors—Behavior Rating Scales, *Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation, *Teacher Rating,
Teaching Quality, *Tests
Identifiers—*Committee Low Achievers Mathematics Denver Area, Project COLAMDA

This instrument contains 90 items and is used by students in COLAMDA courses to rate their instructor. Instructors are rated on a scale which ranges from complete agreement with an item to complete disagreement. The statements about the

teacher which the students rate fall into five categories: 1) respect; 2) favortism; 3) defensive/destructiveness; 4) dictatorialness; and 5) fostering independence. A second teacher rating scale is included which trained observers can use to rate the instructor on a five point scale. (MP)

ED 087 795 TM 003 418

mpson, Eugene W. A Study of the Discrepancies Between Student Evaluation and Faculty Self-Perceptions of In-structional Procedures in Higher Education.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, "College Instruction, Course Evaluation, Effective Teaching, Evaluation Techniques, Higher Edu-cation, Role Perception. "Self Evaluation, "Student Opinion, "Teacher Evaluation, "Teaching Procedures, Teaching Skills Identifiers—"Student Opinions About Instruc-

tional Procedures The study investigates the nature of the rela-

tionship between student evaluations and faculty self-perceptions of instructional procedures. Various characteristics of students and faculty were treated as independent variables in an effort to interpret the degree to which they affected the discrepancies between the two rating groups. The characteristics investigated were: student grade point average, class size, basis for course selection, and the amount of the instructor's teaching experience. The instrument used in the study was the Student Opinions About Instructional Procedures. The subjects for this study consisted of 58 instructors teaching 135 classes. Student and instructor responses to the questionnaire were used to develop discrepancy scores based on the three factors: professional competence, evaluation procedures, and student centeredness which the instrument measures. The data

(Author) ED 087 796 TM 003 419 Student Opinions About Instructional Procedures.
Western Michigan Univ., Kalamazoo. School of Education.

analyzed indicated that the independent variables

tended to affect the outcomes in varying degrees.

Pub Date 72

Note—7p.

Available from—Not available separately see TM 003 418

Document Not Available from EDRS.

Descriptors—Classroom Environment, *College Instruction, *Questionnaires, *Student Opinion, *Teacher Evaluation, *Teaching Procedures,

Identifiers-*Student Opinion About Instructional Procedures

This questionnaire is used by students to evalu-ate teaching proficiency of their instructors. The first nine items obtain general information about the student and the course: student grade point average, class size, basis for course selection, year of student, sex, the year, semester. In the second section (items 10-28) the students rate the instructor and the instructional environment by selecting an appropriate response. Students select one of the following: "the characteristic one of the following: "the characteristic described is": almost never present; infrequently present; frequently present; almost always present, and undecided. This same questionnaire can be used to measure instructors' self-percep-tion about their instructional procedures by simply changing the pronouns from the third to first person. (MP)

ED 087 797 TM 003 420

Tobin, W. J.

Independent Evaluation Report. Mid-Columbia Regional Education Service Center The Dalles, Oregon, Title III ESEA (PL 89-10). Oregon State System of Higher Education, Mon-

mouth. Teaching Research Div.
Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 70 Note-92p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consultants, *Education Service Centers, Evaluation Criteria, *Evaluation Techniques, Instructional Media, Language Arts, Library Services, *Objectives, *Program Effectiveness, *Summative Evaluation, Voca-*Education tional Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This report describes the evaluation of the Re-onal Educational Service Center, which was established to develope and coordinate an improved curriculum in vocational education, instructional media, language arts, and library ser-vices. The evaluation objectives which provided the focus for the activities and related to each of the four subject areas are listed and the process by which these objectives were accumulated is recounted. Summaries of the data collection are provided. The activities included principal and teacher interviews, general questionnaires for all educators served by the Center and for all prin-cipals, questionnaires in each of the four subject areas, and a listing of the various classes, con ferences, workshops, and training sessions conducted by the Center. The instruments used in the evaluation of the Center are in the Appendix. (NE)

ED 087 798

TM 003 421

Jacobs, Stanley S. The Evaluation of the Culturally Different: Pre-School, Primary and Elementary Age Children. Pub Date 31 Oct 73

Note—22p.; Paper presented at the 4th Annual Convocation of the Northeastern Educational Research Association, Ellenville, N.Y.; October 31-November 2, 1973 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Elementary School Stu-dents, Preschool Children, *Standardized Tests, *Student Evaluation, Syntax, *Test Bias, Test Construction, *Testing Problems, Test Relia-Construction, bility, Test Validity

This report asserts that the evaluation of young children can be viewed as a classic case of evaluation of the culturally different. Emphasized is the fact that not only are the majority of tests developed with an adult's perspective concerning adequacy of directions, items, and formats, but also the evaluation of the products is carried out within the context of adult experience and imperfect memory. Selected research literature con-cerning factors influencing the evaluation of young children is reviewed. Some new data is presented, including a syntactic analysis of verbal directions for children's tests and an analysis of the difficulty of directions read by children on other instruments. The normative equivalents of change-level scores on a number of standardized measures of cognitive variables are examined. The evidence supports the original conceptualization of cultural bias. (Author/NE)

ED 087 799 TM 003 422

Campbell, Patricia B. Adolescence Intellect escence Intellectual Decline.

Pub Date Nov 73 Note-15p.; Paper presented at Mid-South Educational Research Association (Memphis, Tennessee, November 14-17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Adolescents. *Intellectual Development, *Intelligence Differences, Intelligence Tests, *Role Perception

The purposes of this study were to investigate adolescent intellectual decline, and to attempt to determine some of the sexual differences possibly inherent in the phenomenon. It was hypothesized that (1) girls would decline in greater numbers and to a greater degree than boys; and (2) areas and amounts of sex differences of the decliners would differ from those of the total sample. Both of these hypotheses were substantiated under a design that examined the subject's student records to determine the type and the score of the IQ test each had taken in early adolescence. The subjects were then given another IQ test, the FIRO-B test of inter-personal relations, a semantic differential and a questionnaire on sex roles. The results showed that overall girls lost IQ points while boys gained. Decliners of both sexes lost an average of ten points, and also had fewer differences in their responses to the other mea-sures than the boys and girls in the total sample. (Author/NE)

ED 087 800 TM 003 423

Goolsby, Thomas M., Jr.

The Use of Tests for Selection and Other Purposes in the Professions. Pub Date Jan 74

Note-6p.; Paper presented at annual meeting of the Georgia Personnel and Guidance Associa-tion, AMEG Division, (January 26, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Admission Criteria, Civil Rights Legislation, *Competitive Selection, Court Litigation, *Gucationally Disadvantaged, *Graduate Study, Higher Education, Open En-rollment, *Professional Education, Student

Rights, Testing, Test Validity

Rights, Testing, Test Validity
During the past twenty years, the Law School
Admission Test and seven other such tests have
been used variously for selection, placement, and
advisement of students seeking advanced degrees.
The use of a single test for decision making has
been proven inadequate, and in fact the test
publishers caution against this practice. The use
of test results with minority erough has been of test results with minority groups has been questioned insistently, and lacks valid evidence for fair use. Although the courts have been hearinvolving university policies ing litigation cases for only ten years, there is an increasing tendency to examine academic decision with the prospects of accelerated review. This seems to be the results of several forces which involve the present trend to re-evaluate the role of higher education, civil rights protection, and student rights. This trend may reverse the prevailing majority position of universities in the record of court decisions of universities in the record of court decisions. Individuals applying to professional programs should be able to submit any evidence which seems appropriate to them for consideration by the university, which in turn should require its own evidence. An analysis of all data should be made and included in a report for the faculty directly concerned. Several other procedures for the student's benefit should be undertaken. It has been estimated that such procedures could be im-plemented efficiently and at reasonable cost.

ED 087 801 TM 003 424

Breland, Hunter M.
Birth Order, Family Configuration, and Verbal Pub Date 73

Pub Date 73
Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 12, 1973)
EDRS Price MF-8-0.65 HC-\$3.29
Descriptors—*Birth Order, *Family Influence, Individual Characteristics, Longitudinal Studies, Parental Background, Sex Differences, *Siblings, Socioeconomic Influences, Twins, *Verbal Ability, *Verbal Development

An examination of mean scores for two sam-ples of 884 and 1570 high school students who were administered the National Merit Scholarship Qualification Test (NMSQT) in 1962 and for the entire population of 794,589 students given the same test in 1965 revealed consistent effects of birth order on mean score. Earlyborn, and firstborn in particular, scored higher within constant family sizes. Covariance of mother education, father education, family income, and mother age failed to alter the relationship. A step-down anal-ysis of the five NMSQT tests (English Usage, ysis of the five NMSQT tests (English Usage, Math Usage, Social Studies Reading, Natural Sciences Reading, and Word Usage) suggested that a verbal component represents the primary source of the birth order effect. Sibling spacing and sex were also considered. Closely following siblings, whether male or female, tended to score lower. The number of like-sexed siblings in a family, however, appeared not to affect any of the test scores appreciably. Comparison of the results of this study with the results of studies of twins and studies of family size effects leads to carlyborn and well-spaced siblings but lower scores for laterborn, twins, and closely-spaced siblings may all relate to the degree of isolation from other siblings during the early months of life. (Author/NE) the possibility that the causes of higher scores for

ED 087 802 TM 003 425

Handley, Herbert M. Shill, James F. Vocational Education Teachers' Evaluation of Preservice Professional Training as Related to Their Work Values and Attitudes Toward Stu-

dents and Teaching.

Mississippi State Univ., State College. Bureau of

Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson, Div. of Vocational and Technical cation.

Pub Date 17 Nov 73

Note—15p.; Paper presented at Mid-South Edu-cational Research Association Conference (Memphis, Tennessee, November 14-17, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Preservice Education, Rating Scales, *Self Evaluation, Student Teacher Relationship, *Teacher Attitudes, Teacher Motiva-tion, Values, *Vocational Education Teachers, *Work Attitudes

One hundred and seventy-eight vocational one nunared and seventy-eight vocational teachers served as subjects for a study which investigated the relationship of their assessments of their preservice preparation to their work values or job motivators. Also, the teachers' attitudes toward their jobs and students were correlated with self ratings of their initial teaching per-formance levels. Preservice preparation for teaching was assessed by the Preservice Teacher Education Questionnaire, and work values were measured with Super's Work Values Inventory. A special scale measured attitudes toward teaching and students hired by the subjects. The attitudes which the teachers held toward their jobs and students were also significantly correlated with their own ratings of preservice preparation. Significant relationships were discovered between the subjects' perception of their level of prepara-tion for teaching and selected work values which they held. (Author/NE)

ED 087 803 TM 003 426

Baker, Robert P. Preschool Behavioral Classification Project. Pub Date 73

Pact Date 73
Note—12p.; Paper presented at the American Psychological Association Convention (Montreal, Canada, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Behavior Problems, *Diagnostic Tests, Interpersonal Problems, *Diagnostic Tests, Interpersonal Competence, Mental Health, *Parent Participation, Personality Assessment, Personality Tests, *Preschool Children, Screening Tests Identifiers—PBCP, *Preschool Behavioral Classi

sification Project

Children who are referred to mental health clinics in the preschool years pose problems for diagnosticians because of the lack of standardized instruments for assessing personality and measuring behavior of preschoolers. In response to this problem, the Children's Behavioral Classification Project has been extended into the preschool years and the Preschool Behavioral Classification Project for (PBCP) has been developed. Project form (PBCP) has been developed. When completed, the PBCP contained 268 behavioral items and five demographic variables (age, sex, race, socio-economic level, and clinic-nonclinic status). The PBCP was then administered to the 1350 parents. Twenty-two major factors were produced in the statistical analysis. Examples of factors produced include: sexual curiosity; dis-obedience; direct aggesssion; verbal hyperactivity; separation anxiety; positive social orientation; perserverance; and sociability. Presently, the testretest reliability of the instrument is being deter mined. With respect to future research norms will be established for each factor for each age. Other studies which will be carried out include validity studies, reliability studies, and longitudinal studies. Eventually the focus of the research will concentrate on the use of the PBCP in evaluating the efficiency of therapsulic programs. (MLP) the efficiency of therapeutic programs. (MLP)

Reid, Christopher J. Seibert, Warren F. A Factor Analytic Approach to the Analysis of

Learning Curves

Spons Agency-National Inst. of Education (D-HEW), Washington, D.C. Task Force on Exploratory Studies.

Note—18p.; Paper presented at the Rocky Mountain Educational Research Association (Tucson, Arizona, November, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, *Ability Identification, *Factor Analysis, *Individual Differences, Learning Characteristics, *Learning Processes, Stimuli, Trend Analysis

From the ideas well set forth by Ferguson, Messick and others, a method was sought that would identify different abilities that entered at different stages in a task. The method selected should meet Cronbach's criterion that it would consider individual differences as well as group performance. Tucker's (1960, 1966) method seemed to be able to identify differing abilities while at the same time preserve individual dif-ferences. Using Kaiser's Little Jiffy Mark IV to skirt the problem of difficulty factors, a factor of two film tests found two factors operating in each

test. Had the task been longer (some authors recommended 1000 items) more factors might have been found; it is equally likely, however, that diminishing returns would soon obtain. It was demonstrated that Tucker's method revealed abilities that a conventional learning curve would mask, and learning curves of several different in-dividuals were illustrated. Some attempt was made to describe the obtained factors with other variables; at least one factor correlated with a variable similar to Gestalt completion or serial in-tegration. Finally the effect of three stimulus characteristics upon item preference was con-sidered. Test part (number of stimulus frames, or number of delay frames) rarely accounted for an important part of item preference, whereas position in the array always did and color did in the two color tests. (Author/MLP)

TM 003 428 Jacobs, Keith W. Koeppel, John C. The Prediction of Individual Mobility Plans

Pub Date Nov 73

Note-12p.; Paper presented at the Psychonomic Society (St. Louis, Missouri, November, 1973) EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-5.3.29
Descriptors—Biographical Inventories, "Mobility,
Multiple Regression Analysis, "Prediction,
"Psychological Characteristics
Identifiers—"Biographical Data
A relatively new area of psychological insectionation in the identification of hiographical

vestigation is the identification of biographical and psychological variables which contribute to an individual's decision to move from or to stay in a geographical area. This study is an attempt to utilize biographical and psychological data on 50 college students in a multiple linear regression to predict a newly defined Mobility Index, which was derived from having subjects place them-selves into groups according to mobility plans. Using the multiple linear regression (MLR) model, significantly better than chance prediction of Mobility Index was obtained from six biographical items, from three psychological scales. and from a combination of the psychological and biographical items. The variables investigated and the results obtained are summarized in tabular form. Using a hold-out cross validation sample (N=10), a cross validation R=.63 (RSQ=.40) was obtained. (Author)

ED 087 806

Powers, James E.
The Application of Bayes' Formula to Expectancy
Tables.

Pub Date Oct 73

Note—17p.; Paper presented at Northeastern Educational Research Association Meeting (Ellenville, New York, October, 1973) EDRS Price MF-\$0.65 HC-\$3.29

Bound Students, *Expectancy Tables, *Guidance, Individual Characteristics, Prediction, Predictor Variables

Recently the application of Bayesian statistical procedures within the field of guidance and counseling has been receiving attention. This paper justifies and illustrates a simple, direct application of Bayes' Formula to expectancy tables. To make the application a counselor must specify prior probabilities that a student will attain success (defined appropriately). He may then take the probabilities within the expectancy table as likelihoods, apply Bayes' formula and obtain a posterior distribution of success for that student. This procedure allows a counselor the advantage of bringing to bear his personal knowledge of those students with whom he works. It will enable him to consider such diverse things as whether a student is an over-achiever, has just recovered from an extended illness or even the fact that there was a death in the student's family recently. Hopefully, the method will allow counselors to better aid their clients. A complete example demonstrating the application is included. (Author)

ED 087 807 TM 003 430 Gardner, Willie C., Jr.
The Use of Confidence Testing in the Academic Instructor Course.

Air Force Office of Scientific Research, Arlington, Va.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C. Report No—AD-703-726 Pub Date Feb 70

Note—59p.; Paper presented at the Annual Con-ference of the Military Testing Association (11th, Governors Island, New York, September 15-19, 1969)

Available from-National Technical Information

Available from—National Technical Information Service, Springfield, Va. 22151, (AD-703-726, MF \$.60, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Confidence Testing, *Curriculum Planning, Individual Differences, Individualized Instruction, Item Analysis, *Multiple Choice Tests, *Prediction, Pretesting, *Teaching Skills,

Test Reliability, Test Validity
The problems stated at the outset were: to

discover whether information provided by confidence testing would result in a more accurate assessment of student knowledge so more personal individualized instruction could be presented, and whether sufficient precise data could be attained to be of significant aid in curriculum planning. Analysis has shown that much qualitative and quantitative information is provided when employing the methods and materials associated with conficence testing. Predictive validity appears to be positive, but not signifi-cantly high enough to forecast a student's performance on practice teaching lessons or his final standing in the class. The assessment of student knowledge tends to be more assessment of student knowledge tends to be more accurate when using confidence tests. Reliability of test instruments seem to be improved when using confidence tests. Confidence tests provide more information about the students than do choice tests. Better item analysis data is provided with confidence tests than with the standard choice tests.

TM 003 431

Ambrosino, Robert J. A Comparison of Four Methods for Estimating Common Factor Scores.

Pub Date Nov 73 Note—21p.; Paper presented at Northeastern Educational Research Association (Ellenville,

N.Y., November 1, 1973) EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—*Comparative Analysis, *Factor Analysis, *Factor Structure, Oblique Rotation, Orthogonal Rotation, *Statistical Analysis, Validity

A comparison of four procedures for estimating mon factor measurements was made using ar tificially synthesized "data" matrices. Score esti-mates were compared with respect to how well they approximated associated true factor scores and the extent of shrinkage in double cross-validation based on random samples. The Horst (1965), Bartlett (1937), and Anderson and Rubin (1956) methods gave what was judged as satisfactory estimates for the (artificial) populations of data. The cross-validational procedures showed the Horn (1965) method to yield highly unstable estimates. It was concluded that the method of using columns of the factor loading matrix as weights to be used in estimating factor measurements cannot be recommended for general applications since this procedure consistently provided highly unstable estimates. (Author)

ED 087 809

Ley, Ronald Karker, Jurgen
Measures of Short-Term Recognition Memory.
Spons Agency—National Science Foundation,
Washington, D.C.; State Univ. of New York
Research Foundation, Albany.

Pub Date Nov 73 Note—13p.; Presented at the Annual Meeting of the Psychonomic Society (St. Louis, Missouri, November, 1973)

November, 1973)
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Ability, *Cognitive Measurement, High School Students, Low Ability Students, *Memory, Recall (Psychological), *Recognition, Verbal Learning
The primary purpose of the present study was to compare three measures of recognition memory. One hundred and forty-four high school students were instructed to study silently 36 CVCVC verbal units (target items) at a 4-sec. rate of presentation. The Ss were then given one of three tasks which required them to identify of three tasks which required them to identify target items from among distractor items (also CVCVC verbal units). The tasks were the Embedded Item, Multiple Choice, and Shepard-Teghtsoonian. Results demonstrated that the Multiple Choice task yielded the greatest number of correct recognitions, lowest number of false

recognitions, and lowest number of nonrecognitions when compared with the other two recogni-tion tasks. Although scores on each of the three tasks correlated with meaningfulness (M), as-sociative reaction time (RT), and pronunciability ratings (PR) of the target items, the magnitude of the coefficients for M and RT were almost identithe coefficients for M and R1 were almost identi-cal (rs ranged from .41 to .67) but greater than the coefficients between PR and recognition scores (rs ranged from .36 to .59). The magnitude of the coefficients for the assessment values was greatest for the Embedded Item task and least for the Shepard-Teghtsoonian. (Author)

Swanson, Leonard Rimland, Bernard
A Preliminary Evaluation of Brief Navy Enlisted
Classification Tests. Naval Personnel and Training Research Lab., San

Report No-AD-703-611; STB-70-3

Pub Date Jan 70

Available from-National Technical Information Service, Springfield, Virginig 22151 (AD-703-611, PC-\$5.00 MF-\$0.95)

Document Not Available from EDRS.

escriptors—Aptitude Tests, *Computer Oriented Programs, Electronic Technicians, In-Descriptors-Aptitude Oriented Programs, Electronic Technicians, interest Tests, Item Analysis, *Job Placement, *Military Training, *Test Construction, *Test Reliability Identifiers—Basic Test Battery, BTB, Sequin differential assignment of Navy

Improved differential assignment of Navy recruits to schools and jobs would be possible if a wider range of aptitudes and interests could be

measured without unduly lengthening the time used in testing. The purpose of the study was to make a preliminary evaluation of the effectiveness of a computerized item selection program, program sequin, for developing short tests from the full length tests of the basic test battery (BTB). (Author)

ED 087 811

TM 003 435

Barker, William F. Evaluation Methods and Pr Therapeutic Nursery Program. and Procedures In a

Pub Date Aug 73 Note—5p.; Paper presented at the American Psychological Association Meeting (Montreal, Canada, August, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Emotional Development, Evaluation Methods, *Intellec-Development, "Interpersonal Relationship, Parent Child Relationship, Peer Relationship, "Preschool Children, "Preschool Evaluation, Preschool Tests, Social Adjustment, Student Teacher Relationship, Therapeutic Environ-

Four areas of evaluation will be briefly discussed: 1) those areas of functioning which should be assessed, 2) instruments which were used in each area, 3) knowledge of instruments, 4) preliminary results for each instrument. The areas related to the preschool child which should be evaluated consist of: 1) the child's cognitive functioning, 2) the child's emotional functioning, 3) the child's relationship with classroom peers, 4) the child's relationship with classroom adults, primarily the teacher, 5) the child's relationship with his family and 6) the child's relationship with his general community. The overall results from the various instruments would seem to in-dicate that: 1) the program does seem to induce change in a favorable direction in the children, and that: 2) the various instruments are working in a self consistant manner. For example, items on the Psychiatric Behavior Scale correlate nicely and in the expected direction with factor scores (Author/MLP) Sympton Checklist.

ED 087 812

TM 003 436

Hays, Warren S. Bridging the Gap with Action Research. Note-13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Action Research, Educational Descriptors, *Educational Improvement, *Educational Research, *Research Utilization, Teaching Methods, Teaching Quality, Use Stu-

In order to correct the existing breach between the educational researcher and the educator, it is advocated that Action Research replace the "-

common sense" approach used by most educators. The history of Action Research is traced and a comparison between formal educational research, Action Research, and the "common sense" approach is made. Reasons for the use of the "common sense" method by educators are described. The steps necessary to conduct Action Research are outlined, and the common errors made in using such research are listed.
(Author/MLP)

TM 003 437

Mehra, N. Standardized Versus Unstandardized Factor Analysis in a Study of "Organizational Climate".

Pub Date Jun 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Factor Analysis, *Factor Structure, Interpersonal Relationship, Organizational Climate, *Q Sort, Secondary Schools, Transformations (Mathematics)

Identifiers—Ipsative Scores, Organizational Climate Description Questionnaire, *R Technique In this article, new arguments and empirical evidence are presented justifying the use of Standardized R - analysis (or equivalently Q - technique) in certain types of factor-analytic studies. The standardized R - analysis analyses the intercorrelations among respondents intercorrelations among respondents based on their "ipsative" scores, as opposed to the unstandardized R - analysis (or equivalently R - technique) which analyses the intercorrelations among variables based on "normative scores. Broverman (1961) contended the commonly accepted view that since "ipsative" standardization results in some loss of information, unstandardized R - techniques should be preferred over the standardized R - analysis and presented emirical arguments to support his view that the facpirical arguments to support his view that the factors extracted by the two techniques are different in character. Our results and conclusions are generally supportive of Broverman's view. The empirical evidence presented and discussed in this article are taken from the study "Organiza-tional Climate of Schools" by the author in which both techniques were employed. (Author)

ED 087 814

TM 003 438

Scandura, Joseph M.
The Structure of Memory: Fixed of Flexible? Structural Learning Series. Pennsylvania Univ., Philadelphia.

Spons Agency-National Science Foundation. Washington, D.C. Pub Date 18 Jun 73

Note-66p. EDRS Price MF-\$0.65 HC-\$3.29

Programs, *Individual Differences, *Informa-tion Processing, *Learning, *Learning Theo-ries, *Memory, Problem Solving, Recall (Psychological), Simulation

Most current information processing theories of cognition and memory share one common feature: the structure (state-space) of memory is fixed and retrieval from memory involves searching through that structure. Learning, where it is treated at all, involves transforming one such structure into another. This form of representation is questioned and the structural learning theory is proposed to take its place. In comparison, the latter theory has a flexible structure and is shown to have greater power and parsimony, particularly regarding individual dif-ferences and learning. Supporting data and relationships with research in artificial intelligence and computer simulation of problem solving are also discussed. (Author)

TM 003 439

Kolakowski, Donald Latent Trait Estimation: Theory vs. Practice.

Note-11p.; Paper presented at American Psychological Association Symposium on the ew Psychometrics

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Item Analysis, Item Sampling, Measurement Techniques, Models, Prediction,
*Psychological Testing, *Psychometrics, *Scoring, Standard Error of Measurement, Testing,
Test Interpretation, *Test Reliability Empirical results are presented as regards the implementation of a latent-trait psychometric model by means of conditional maximum likelihood estimation. Items are scored

polychotomously into varying numbers of nominal categories and the test and item characteristic curves and information functions are examined. It is concluded that scoring items in four or more categories, as opposed to the usual dichotomous scoring, can increase information gain by a factor of two or more in the lower range of ability. Thus, the error of measurement is decreased to an extent equivalent to doubling the test length in this range. Alternatively, one can sample the range of ability in the target population with far rewer items. This latter property addresses itself directly to the empirical constraints on time and resources which are en-countered in psychological testing. (Author)

ED 087 816

TM 003 440

Stanley, Julian C.
Accelerating the Educational Progress of Intellec-tually Gifted Youths.

tually Gifted Youths.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date Aug 73
Note—28p.; Paper presented at American
Psychological Association Meeting (Montreal,
Canada, August 27, 1973)
EDRS Price MF-80.65 HC-\$3.29

Descriptors—Ability, "Academic Ability,
Academic Achievement, "Acceleration,
Achievement Tests, Aptitude Tests, "Gifted,
High Achievers, "Mathematics, Standardized
Tests, "Verbal Ability
Identifiers—Mathematically and Scientifically
Precocious Youth, "Study of Verbally Gifted

It is argued that aptitude and achievement tests designed for much older students are invaluable designed to much order students are invaluable for finding extremely high ability at younger ages, particularly in mathematical and verbal reasoning. Results of the first two years of the Study of Mathematically and Scientifically Precocious Youth (SMSPY) are examined to show that considerable educational acceleration is not only feasible but also desirable for those young people who are eager to move ahead. Skipping school grades, taking college courses part-time, studying in special courses, and entering college early are proposed. These are simple to carry out inexpensive, and supplemental to regular school practices. The SMSPY staff does not advocate the usual in-grade, non-accelerative "enrichment" procedures often recommended for intellectually gifted children. The approach in this paper is via cases and references to numerous SMSPY stu-dies. It is meant to be an heuristic overview of the main assumptions and findings. (Author)

ED 087 817

TM 003 444

Gilbert, Katherine J. The Human Relations Class at Sir Winston Churchill Secondary School. Research Report. Vancouver Board of School Trustees (British

Columbia). Dept. of Planning and Evaluation. Report No—RR-72-14

Pub Date Jul 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, Course Evaluation, Experimental Programs, *Human Relations, *Interpersonal Relationship, *Secondary Security States Conference on the Conf dary School Students, Self Directed Classrooms Human Relations was a program offered to Grade 10 students at Churchill Secondary School during the 1971-72 school year in lieu of four courses. The emphasis of the program was on the development of students as people who were more aware of themselves, of other people, and of the environment. The class took part in a variety of activities during the year such as visitvariety of activities during the year such as visiting art exhibits, experimenting with crafts, and making a film. For the in-class study of topics, the students worked individually, held seminars, or arranged to hear guest speakers. The class was loosely organized in that the students used the time are then wished northingated in only those time as they wished, participated in only those activities they chose, and attended only when they wanted. The students of the Human Relations class were characterized by their teacher as "average" or "normal" in terms of their age and scholastic ability. He felt that they were more mature and more self-motivated than other stu-dents by the end of the year. Questionnaires were distributed to the students of the Human Relations class, to their parents, and to students of classes called Integrated Socials 10 (the forerunner of Human Relations). Advantages listed by the students of Human Relations were; getting to know other people better and having

time to do what you want. A disadvantage reported was that people did not do anything. (Author/MLP)

ED 087 818

TM 003 445

Hamilton, Don Evaluation Inst valuation Instruments for Bilingual Education. A Revision of Tests in Use in Title VII Bilingual **Education Projects.**

Education Service Center Region 13, Austin,

Spons Agency-Bureau of Elementary Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education. Pub Date 72

Note-95p.

Available from-Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Biculturalism, *Bilingual Education, Elementary School Students, Secondary School Students, Spanish Speaking, Standardized Tests, Test-

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Test Bibliographies This document contains a listing of te can be used in bilingual bicultural education pro-The evaluation instruments are listed alphabetically and are annotated. Included in the description of each test is information about: title, acronym, author, publisher, source, date, pages, price, age, grade, time, language, group or individual, skills, special requirements, and score. The appendixes contain a listing of acronyms, a publishers' directory and index, and a directory and index of projects and educational facilities. A bibliography and subject index is also included. It is noted that neither the inclusion nor the exclusion of any tests in the booklet implies a judgment by the editors about the adequacy, appropriateness or usefulness of the test. For a re-lated article see ED 050 886. (MLP)

ED 087 819

TM 003 446

Russell, Nolan F EQA Inventory Technical Manual, Grades 7 and

Pennsylvania State Dept. of Education, Har-risburg. Bureau of Educational Quality Assessment.

Pub Date 73 Note-123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Achievement Tests, Affective Objectives, *Attitude Tests, *Educational Assessment, Educational Objectives, Grade 7, Grade 9, Manuals, Scores, origenties, orace, orace, and established, which is a rest Construction, "Test Interpretation, Test Reliability, Test Validity Identifiers—"Educational Quality Assessment The Intermediate Form of the Educational

Quality Assessment Inventory (EQUI) for grades 7 and 9 is designed to provide Commonwealth schools with reliable information about student development in each of the 10 education goals. The EQAI measures the students' attitudes, values, beliefs, habits and basic cognitive skills. This manual, organized in four sections, gives in sight into the technical properties of the EQAI scales. The first section highlights the procedures and techniques used to construct and field-test the assessment instruments and gives an overview of the total inventory. Section two discusses the 10 quality education goals and the measurement devices associated with each. Included in this section are the goal and measurement rationales, scale and subscale descriptions, scoring procedures, reliability and validity findings for ach instrument. Section three offers a seri tables which isolate specific student target groups that might benefit the most from programs designed to facilitate growth in each goal area. Section four discusses additional properties of the battery and summarizes the interrelationship between all scales and subscales. For related arti-cles see TM 003 395 and TM 003 396. (Author/MLP)

ED 087 820

TM 003 453

Freeberg, Norman E. Development of Assessment Measures for Use With Youth-Work Training Program Enrollees Phase II: Longitudinal Validation. Educational Testing Service, Princeton, N.J.

pons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development. eport No-DLMA-41-9-305-32-1; ETS-PR-74-1

Pub Date Jan 74

Note-73p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Aspiration, Attitude Tests, *Disadvantaged Groups, Employment Opportunities, Evaluation Techniques, Interest Opportunities, Evaluation Techniques, interest Tests, Job Satisfaction, Job Skills, Longitudinal Studies, Motivation, *Out of School Youth, Personality Tests, Social Adjustment, Test Re-liability, *Tests, *Test Validity, Vocational Ad-justment, Work Attitudes, *Work Experience

Identifiers-*Enrollee Test Battery, Neighbor-

Identifiers—*Enrollee Test Battery, Neugnbor-hood Youth Corps
A battery of tests, designed expressly for use in assessment of disadvantaged adolescents enrolled in youth-work training programs, was validated predictively against both short-term (program completion) and longer-term (post-program) behavioral outcome dimensions. Measures of the battery displayed their best validities with such battery displayed their best validities with such longer-term criterion dimensions as Social and Vocational Adjustment, Job Success and Satisfac-tion and Job Search Motivation. The most valid tests were three Practical Reasoning measures (i.e., skill at following directions in job tasks); three Vocational Orientation measures (i.e., knowledge of job requirements and skill at seek-ing and holding jobs) and two attitudinal measures (Self-Esteem and Attitude Toward Authority). The most relevant short-term criteria were identified and future potential of the test battery for programmatic evaluation and guidance applications was discussed. (Author)

ED 087 821 TM 003 479

Helmstadter, Gerald C.

A Comparison of Bayesian and Traditional In-dexes of Test Item Effectiveness.

Note-4p.; Paper presented at the Convention of the National Council on Measurement in Edu-

cation (Chicago, Illinois, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Statistics, *Comparative Analysis, Criterion Referenced Tests, *Item Analysis, Knowledge Level, Norm Referenced Tests, *Statistics, Test Construction

Bayes Theorem leads to three indexes of item effectiveness: 1) probability that an examinee knows the content given that the correct response was selected; 2) probability that an examinee does not know that content given that an incorrect response was selected; and 3) probability of making a correct decision about the examinee's knowledge given the performance on that item. These indexes and classical item discrimination were compared for three definitions of "high" and "low" knowledge groups. The results inand "low" knowledge groups. The results in-dicated that the way of defining groups does make a difference and that there are two quite distinct characteristics of item effectiveness. (Author)

ED 087 822 TM 003 482

Hanna, Gerald S.

An Investigation of the "Don't Know" Option in Formative Evaluation.

Note-4p.; Paper presented at the Annual Meet-ing of the National Council of Measurement in Education (Chicago, Illinois, April, 1974) EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Formative Evaluation, *Guessing (Tests), Multiple Choice Tests, *Response Style (Tests), Summative Evaluation, Test Construction, *Testing Problems, Test Reliability, Test Validity, Test Wiseness

Although the "Don't Know" (DK) option has

received telling criticism in maximum per-formance summative tests, its potential use in for-mative evaluation was considered and judged to be more promising. The pretest of an instruc-tional module was administered with DK options. tional module was administered with DK options.

Examinese were then required to answer each question to which they had responded DK. Concurrent validity of the resulting measures indicated superiority (p. less than .05) of the procedure using the DK option for one of the theory option in the procedure using the DK option for one of the theory option in the procedure using the DK option for one of the theory option in the procedure when the procedure is the procedure of the procedure when the procedure is the procedure of the procedure when the procedure is the procedure of the criterion measures investigated. Results also revealed a need to teach students to use the option when it is used in formative evaluation.

Gordon, Edmund W. Green, Derek
An Affluent Society's Excuses for Inequality:
Developmental, Economic, and Educational.
ERIC-IRCD Urban Disadvantaged Series,
Number 35, January 1974.
Columbia Univ., New York, N.Y. ERIC
Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DPub Date Jan 74
Contract—OEC-0-9-200000

Note-18p. Available from-Dr. Edmund W. Gordon, Department of Applied Human Development and Guidance, Box 75, Teachers College, Columbia University, New York, N.Y. 10027 (reprints only; no charge)
Journal Cit—American

Journal Orthopsychiatry, v44 n1 p4-18 Jan 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aptitude, *Bias, Book Reviews, Disadvantaged Environment, *Economic Opportunities, *Educational Opportunities, Environmental In-fluences, Heredity, *Intelligence Differences, Social Pifferences, Social Mobility, Socioeconomic

Those of us who are committed to the pedagogical enterprise are called upon to re-examine, clarify, and perhaps justify the presupposi-tions, methods, and goals that provide the framework within which education and development are carried on. Recent publications by several writers have reintroduced notions that deseveral writers have reintroduced notions that de-mand critical examination, particularly with reference to the processes of education, school-ing, and upward mobility of people of low status in our society. These works have been the basis of recent attempts to use educational and behavioral science data to support the assertion that schooling can make little difference in the efforts of low-status people to achieve equality or a fair chance at survival. Two primary lines or argument have been advanced: (1) it is asserted that some ethnic groups or races are genetically inferior to others and thus are incapable of benefiting from schooling to the same extent as are the others. Among the scholars whose work has been used to support this position are Eysenk, Herrnstein, Jensen, and Shockley; and (2) it is asserted that schools make little dif-ference and are not effective forces in changing the life chances of the pupils who pass through them. Among the scholars whose works have been used to support this position are Coleman and Jencks. What is more important than how these scholars feel and what may be their motives is what the media try to tell us about the meaning of this work and what the society decides to do about the problems at which their work is directed. (Author/JM)

ED 087 824 UD 014 054

Nessa, Donald B. Coury, Janine P. Nessa, Donald B.
A Screening Method for Early Identification of

Learning Disabilities.

Pub Date Apr 73 Note—44p.; Revised version of doctoral disserta-tion, University of Tennessee, 1973; Paper presented at Southeastern Psychological As-sociation Meeting, New Orleans, Louisiana, sociation April 1973

EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Ability Identification, Auditory Perception, Auditory Visual Tests, Cultural Differences, *Educational Diagnosis, *Elementary School Students, *Learning Disabilities, *Psychological Tests, Psychometrics, *Screening Tests, Testing Problems, Visual Perception Identifiers—Frostig Developmental Test of Visual Perception, Metropolitan Readiness Test, Wechsler Intelligence Scale for Children This study was conducted in order to developed and evaluate a systematic screening method which could be used by counselors and school psychologists in the identification of first graders showing characteristics generally associated with

psychologasis in the localization of many gladers, showing characteristics generally associated with learning disabilities. The study was conducted within three Title I schools in a large sourthern metropolitan school system and the method, believed appropriate for culturally different first graders, is generalizeable to other populations.

The research was based upon a sample of 70 children, including 40 subjects who produced posi-tive screening results. The screening battery com-posed of the Metropolitan Readiness Test, the Slosson Drawing Coordination Test, and the Wepman Auditory Discrimination Test was ad-ministered by teachers and school counselors. Test results were interpreted in terms of cut-off points and a hypothetical "diagnostic" profile. After eliminating methally retardate suspects, 40 "diagnostic" subjects were identified. All subjects screening positive, together with a comparison group of 30 subjects drawn randomly from the original population, were further evaluated with the Wechsler Intelligence Scale for Children and Frostig. In addition, the classroom teachers rated each subject on a rating scale specially designed to reflect classroom performance factors believed to be characteristics of learning disabilities. Alpha and beta error analysis between the three sources of data showed total errors ranging between 14 and 18 percent. Analysis of variance indicated significant differences between 18 of the 28 major variables in the study. (Author/JM)

Rosenfield, Geraldine Yagerman, Howard
The New Environment-Heredity Controversy: A
Selected Annotated Bibliography.
American Jewish Committee, New York, N.Y.

Report No-AJC-73-185-2 Pub Date Aug 73

Note-53p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Disadvantaged Environment, Economic Disadvantagement, Educational Disadvantagement lafluences, Genetics, *Heredity, Intelligence, *Intelligence Differences, Intelligence Factors, Intelligence Tests, Policy Formation, Prenatal In-

fluences, Public Policy

The thesis that intelligence is based on heredity was dramatically revived in 1969 by an article in the "Harvard Educational Review" by Arthur Jensen, a psychologist at the University of California at Berkeley. The article, which received wide attention, was sharply criticized by those who hold that it is environment rather than genes which puts populations at a disadvantage. The materials assembled for this bibliography have been selected (from numerous published materials on the subject) to represent as many points of view and scientific disciplines as have made themselves known since Jensen's article. To preserve the sequence of the debate, we have maintained in each section a chronological order. Two predecessors of Jensen, Young and Dobz-hansky, are included as examples of earlier theorists who deal with some aspects of genetics In attempting to arrange and classify the points of view, we have found many works which elude hard and fast categorization. This accounts for some seemingly arbitrary decisions of ours, and for the fact that the largest section includes those writers who consider intelligence to be a complex amalgam of both heredity and environment-the "synthesizers." One thing is clear--no one discipline (psychology, sociology, or even genetics) can be linked to a strict hereditarian or a strict environmentalist approach. This will be apparent from the identification of the author (as he was when he wrote) which follows each entry. lists authors and publications. (Author/JM)

ED 087 826 UD 014 059 Abstracts of Research and Evaluation Reports,

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Aug 73

Note—205p. EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *Annual Reports, Com-pensatory Education Programs, Educational Development, Educational Diagnosis, *Educational Programs, Individualized Instruction, Instructional Programs, Program Evaluation, *School Districts, Student Characteristics, Teacher Characteristics, Testing Programs, Vocational Development

entifiers—*Texas
The material contained in this publication abstracts the major reports prepared by the Department of Research and Evaluation during the 1972-73 school year. The major purposes of the

Research and Evaluation Department of the Dal-las Independent School District are to provide useful information to decision-makers and to serve as an accountability agent. The process requires cooperative action by decision-makers (i.e., curriculum developers, teachers, and ad-ministrators) and evaluators. The evaluator has four head oblimations in the ambustion was four broad obligations in the evaluation process: to focus on evaluative information to be provided; to collect, organize, and analyze this information; to administer evaluative activities; and to provide relevant evaluative feedback to decisionprovide relevant evaluative reedback to decision-makers at all levels. To provide these evaluation processes, the District's Department of Research and Evaluation is organized into three branches. The first, System-Wide Testing, is responsible for the design and implementation of the District's the design and implementation or the District's system-wide norm-referenced and criterion-referenced testing programs. The second, System-Wide Evaluation, performs the longitudinal and cross-sectional research and evaluation necessary to supply major District decision-makers with information about the overall functioning of the District's programs. The third, Developmental District's programs. Ine third, Developmental Project Evaluation, evaluates specific developmental projects to ascertain the effectsof those projects on developing specific student abilities in areas that generally need additional mediation to that which is provided by the District's general academic program. (Author/JM)

ED 087 827 UD 014 062 Project Conquest--District 189, East St. Louis, Il-linois, P.L. 89-10 Title I.

East St. Louis School District 189, III.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education Pub Date 72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Educational Diagnosis, *Elementary School Students, Individualized Instruction, **Inner City, Inservice Teacher Education, Negro Students, *Reading Instruction, *Reading Programs, Self Esteem, Small Group Instruction, Student Teacher Relationship, Teaching Methods Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Illinois, Project

Conquest

Project Conquest was aimed at disadvantaged children in grades one through six who were capable of reading at grade level but who were reading one or more years below grade level. In addition, the project aimed to train Conquest Clinicians in new methods of remedial reading techniques so that they would become knowledgeable of new trends in education. Pro-ject Conquest has two complementary components, remedial reading instruction and inservice remedial reading training, for teachers. There are 19 centers throughout the target areas. Remedial instruction is provided in 45 minute sessions held four and one half days per week. Reading rooms and clinics are similar in that they provide: (1) extensive diagnosis of each child's reading-related problems, (2) techniques and materials tailored to meet each child's diagnosed needs, (3) remediation either individually, or in groups of six children and clinician, (4) an experience carefully structured so that the student rearely fails to attain his objectives, and (5) a warm, one-to-one relationship with the children, using an abundance of praise and encouragement to enhance self-esteem. Chil-dren are selected on the basis of their failure to read up to their potential or at grade level and they are released when they reach one of these established goals. [Pages 27 and 29 have been deleted for copyright reasons; several pages with photographs have been deleted for reproducibility reasons.] (Author/JM)

ED 087 228 UD 014 064

ED 087 E28

OD 014 064

Politzer, Robert L. Brown, Dwight

A Production Test in Black Standard and Nonstandard Speech. Research and Development
Memorandum, Number 114.

Stanford Univ., Calif. Stanford Center for
Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bencyt, No., SCRIPT.114.

Report No-SCRDT-114 Pub Date Nov 73 Contract-NE-C-00-3-0063 Note—34p. EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Basic Skills, *Elementary School Students, Expectation, Grammar, Language Patterns, *Negro Dialects, *Negro Students, Pictorial Stimuli, Reading Achievement, Speech Evaluation, *Speech Tests, *Standard Spoken

Identifiers-California

As part of the development of a battery of tests to determine proficiency in black standard and nonstandard speech, the authors developed a two-part test consisting of 20 items designed to evoke a response by means of verbal and pictorial standard and process to the standard standard to a licit to the standard standa al cues. Each cue was supposed to elicit a specific grammatical construction characteristic of either black nonstandard English or black stanof either black nonstandard Engiss or black stain-dard English. The tests were recorded on tape and administered by six black experimenters to 27 third graders (22 black, 5 non-black, 14 male, 13 female) and 32 sixth graders (26 black, six non-black; 17 male, 15 female). Two treatments non-olack; 17 male, 15 temale). Two treatments (implicit vs. explicit) were used. In the implicit treatment the expectation of a response in standard or nonstandard speech was conveyed only by the verbal cue used for each item. In the explicit treatment the difference between standard and nonstandard response to the conditions. and nonstandard speech and the expectation re-garding the answer were explained to the subject before each part of the test. Both parts of the test were scored according to whether the subject used the grammatical construction that the item was supposed to elicit or whether the subject's response as a whole was appropriate to the lan-guage of the stimulus. In addition, balance scores, scored positively for imbalance in favor of non-standard speech, were established by subtracting scores on the standard test from those on the nonstandard. Only the scores achieved by the Black subjects were included in the main analysis of the test results. In general the scores were heavily weighted in facor of standard over nonnon-standard--i.e., the students produced more appropriate responses to standard cues than to standard cues. (Author/JM)

ED 087 829 UD 014 067 ED 087 829

Evaluation Report, District 24, Queens. Title I

District Umbrella and Title I Open Enrollment

Educational Services for Disadvantaged Pupils.

New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Educa
tion, Brooklyn, N.Y.

Pub Date 31 Jul 72

Note-271p.; Function Number 79-21601, 79-

EDRS Price MF-\$0.65 HC-\$9.87

EDRS Price MF-30.65 HC-39.87
Descriptors—After School Centers, Community
Consultants, Early Childhood Education, English (Second Language), Nonpublic School
Aid, "Open Enrollment, Preschool Programs,
"Program Evaluation, Remedial Reading Programs, "School Districts, Special Education,
"Urban Education

*Urban Education Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City During the 1971-1972 school year, the regular educational programs in District 24 were supplemented with special educational services funded under Title I of the 1965 Elementary and Secondary Education Act. This evaluation report treats dary Education Act. This evaluation report treats the several programs funded under the following headings: Pre-Kindergarten Program, Strengthened Early Childhood Program, Corrective Reading Program, Bilingual Community Liaison, Educational Assistant for the Mentally Retarded, English as a Second Language at I. S. 61, Non-Public Schools Program, After School Study Center; Guidance Services, and Appendices. Funds received under Title I E.S.E.A. were applied under two headings: District Umbrella which included a Pre-Kindergarten Program, Strengthened Early Childhood Program, After School Study Center and Non Public Schools School Study Center and Non Public Schools Program; and Open Enrollment Services for oprrogram; and Open Enrollment Services for op-tional assignment pupils which included Cor-rective Reading Program and Guidance Services. Each report includes discussions of program ob-jectives, evaluation objectives, methods of data collection, description of program in operation, effects of program on students, and recommenda-tions. (Author/JM)

ED 087 830 UD 014 068 Evaluation report, District 24, Queens. State Urban Education Programs. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y. Pub Date 31 Jul 72

Note—138p.; Function Number 79-26452 EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Bilingual Education, Bilingual
Teacher Aides, Class Organization, Educational
Diagnosis, *English (Second Language), Individualized Instruction, Language Proficiency,
Paraprofessional School Personnel, *Program
Evaluation, *Remedial Reading Programs,
*School Districts, Standard Spoken Usage,
Urban Education, Volunteers

Evaluation, "Remedial Reading Programs, "School Districts, Standard Spoken Usage, Urban Education, Volunteers Identifiers—"New York City The educational program in Community School District Number 24 was supplemented by a quality incentive grant from State Urban Education funds. These funds were used to establish a Corrunds. These runds were used to establish a Cor-rective Reading Program and anEnglish as a Second Language Program which were supported by school volunteers. The primary objectives of the Corrective Reading Program were: (1) to provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material; and (2) to provide individualized corrective reading instruction so that program participants will increase in specific reading skill areas based on initial diagnosis of reading difficulties. The evaluation of the Corrective Reading Program supports the conclusion that the program achieved the objectives set for it. The primary objective of the English as a Second Language Program was to increase the oral lan-guage proficiency of non-English speaking and English as a Second Language pupils in the target population. Among the findings were the follow-ing: (1) most of the classes were organized on a level rather than on an English proficiency grade level rather than on an angular basis. The consequent wide-range of student abilities caused considerable frustration for both considerable (2) teachers varied greatly teacher and students; (2) teachers varied greatly in their judgment of what was acceptable English; some used accent as a criterion, others were concerned with grammar, still others disregarded those criteria in favor of basic communication of meaning; and, (3) the use of the project Evalua-tion Test to place and promote ESL students has added a needed formal aspect to the program screening procedures. (Author/JM)

ED 087 831 UD 014 069 District Number 22, ESEA Title I Projects. New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Educa-

tion, Brooklyn, N.Y.
Pub Date Aug 72
Note—95p.; Function Number 75-2-1631
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Ecology, Environmental Education, Individualized Instruction, Open Enrollment, *Program Evaluation, *Reading Programs, Remedial Reading Programs, *School Districts, Student Attitudes, Teaching Methods, Urban Education Education

Identifiers—Elementary Secondary Education Act
Title I, ESEA Title I, *New York City
This report includes evaluations of four New York City school district educational projects funded under Title I of the Elementary and Secondary Education Act of 1965. The Intensive Reading Program offered concentrated, individual reading instruction to needy open enrollment children as well as some indistrict pupils. The program's objectives were: (1) to raise substantially the reading levels of those needy open enrollment pupils, and (2) to change positively their attitudes toward and use of books and related reading materials. The Reading Skills Center focused primarily on open enrollment fourth, fifth, and sixth grade children in need of remedial reading. The major goal of the program was to reading. The hajor goal of the program was to significantly raise the reading skills of these open enrollment children as well as their in-district classmates. A second, ancillary goal was related classmates. A second, ancimary goal was related to altering the classroom approaches of teachers to reading. The Junior High Reading Laboratory Program focused largely on open enrollment children in junior high grades who were two years behind in their reading levels. The major objectives of the program were to wishardight critical control of the program were the program with the program tives of the program were to substantially raise the reading levels of these children and to effect positive change in their self-images and their at-titudes toward reading, books, and school. The

purpose behind the Environmental Center Pro gram was to develop in low-achieving, fifth grade children a greater understanding and appreciation of the interdependency of plants, animals, and their natural habitats. The Program placed special explosive control of the emphasis upon the problems of ecology, pollu-tion, and man's effect on his surroundings. (Author/JM)

UD 014 070 District Number 22 State Urban Education Pro-

New York Univ., N.Y. Center for Field Research New York Univ., N.Y. Center for Field Research and School Services. Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y. Pub Date Aug 72 Note—87p.; Function Number 75-2-6454-6457

Note—87p.; Function Number 75-2-6454-6457 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Frice MF-30.65 HC-3,.29
Descriptors—Bus Transportation, Educational
Diagnosis, Individualized Instruction, *Inservice
Teacher Education, *Paraprofessional School
Personnel, Program Evaluation, *Reading Diagnosis, Reading Difficulty, *Remedial Reading
Programs, School Districts, Student Transportan, Teacher Aides, Teacher Educators, Urban Education

Identifiers-*New York City

This report evaluates four New York City school district educational projects funded by the "New York State Urban Education Program". The Diagnostic and Remedial Reading Center provides intensive instruction in reading to approximately 40 to 45 children during the academic year. The center is staffed by a reading specialist, a part-time psychologist and two educational assistants. Morning sessions are held for children throughout the district who are bussed children throughout the district who are bussed to the center and afternoon sessions for children in the neighboring school. Children attend the center for a period of a semester. Upon the recognition by the Advisory Council of the need for in-service training for new and inexperienced teachers, the Teaching Training for New and Inexperienced Teachers Program came into being. As it is constituted, three teacher trainers have been assigned to two or three teacher trainers have been assigned to two or three schools each, depending upon the need. Three teacher trainers have been assigned to two or three schools each, depending upon the need. An appraisal of junior high school reading achievement indicated that many of these students were reading far below grade level. It was decided to institute a special reading program for them. The program selected consists basically of controlled readers supplemented by workbooks. The J. H. S. Reading Laboratories program was instituted in February, 1971. The Educational Assistants to Aid Underachievers program was instituted in 10 ele derachevers program was instituted in 10 ele-mentary schools with a staff of 20 educational assistants assigned to them, according to need. The assistants are used for early identification and remediation of first graders with reading problems. (Author/JM)

n Evaluation of a Program of Reading Accelera-tion, Remediation and Enrichment for Seconda-ry School Students in Poverty Areas. New York State Urban Education Program. Final Report. An Evalu New York Univ., N.Y. Center for Field Research

and School Services. and School Services.
Spons Agency—New York City Board of Education, Brooklyn, N.Y.
Pub Date Aug 72
Note—58p.; Function Number 17-05461
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economically Disadvantaged, Edu-cational Resources, Individualized Reading, Inner City, Inservice Teacher Education, *Program Evaluation, Reading Diagnosis, Reading Materials, *Remedial Reading Programs, Resource Allocations, *Secondary School Stu-dents, Small Group Instruction, Student Attitudes, Urban Education

Identifiers-*New York City

Identifiers—*New York City

The program of reading acceleration, remediation, and enrichment for secondary school students in poverty areas of the city was designed for eleventh and twelfth grade students reading between a 4.0 and 7.0 grade equivalency range. During the fall semester 56, and during the spring semester 62, low-income population academic and vocational high schools, including 4,500 students, participated in the program. The program involved the following services: (1) one additional full-time teaching position per school to be

responsible for five classes of no more than 12 students; (2) individualized diagnosis and remediation of student reading problems; (3) an extensive teacher training program, including tw full-day workshops and in-service consultation by three program teacher-trainers; and, (4) specific allocation of funds for books and materials. The overall objective of the program was to improve reading and comprehension ability as well as atreading and compensional admy a contribute of participating students and to raise their level of reading proficiency to the 8.0 criterion necessary for diploma qualification in New York City. It was found that 63.3 percent of the fullyear students improved at least one year or more in grade equivalent reading score; 57.5 percent of the students who attended the fall semester only achieved this criterion; and 50.4 percent of the spring term only students met this behavioral ob-jective. Pupils' attitudes towards "reading" were significantly less positive at the end of the pro-gram. (Author/JM)

UD 014 072 coln Center Student Program. State Urban

Education Program.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Aug 72 Note—54p.; Function Number 17-05465 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Academic Achievement, Communiescriptors—Academic Achievement, Communi-cation Skills, Curriculum Development, *Economically Disadvantaged, *English Pro-grams, *Fine Arts, High School Curriculum, *High School Students, Inner City, Language Prign School Students, Inner City, Language Development, Literature Appreciation, Mass Media, Program Evaluation, Theater Arts Mentifiers—*New York City The Lincoln Center Student Program for 1971-

72 was planned as a comprehensive program in the performing arts for senior high schools selected by the New York City Board of Education and located in federally designated poverty areas of New York City. The program was intended to provide a concentrated instructional program within the English curriculum of each school which would relate the performing arts to literature, media, language growth, and general learning improvement. It was also to cause a general improvement of awareness, understanding, knowledge and appreciation of the performing arts by involving students and teachers in a performing arts curriculum. Several program objectives were enunciated, including: (1) providing an intensive instructional program in visual and aural literacy; (2) increasing verbal and non-ver-bal communication skills; (3) sharpening perceptions so "listening and looking become active hearing and seeing"; (4) increasing the store of information and facts about the performing arts: (5) developing a performing arts vocabulary to enable students to speak and write critically about these arts; (6) increasing opportunities for productive communication between artists and productive communication between artists and young people; (7) increasing responsiveness to the arts by providing opportunities to originate, participate in and observe performances; (8) assisting teachers in classroom instruction through seminars, planning sessions and workshops; and, (9) evaluating student responses and work as evidence of increased interest and knowledge. (Author/JM)

ED 087 835 UD 014 073 An Evaluation of the Corrective Mathematics Services for Disadvantaged Pupils in Non-Public Schools. ESEA Title I Program.

New York Univ., N.Y. Center for Field Research and School Services. Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y.

Pub Date Aug 72 Note—66p.; Function Number 920644 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-30.65 HC-\$3.29
Descriptors—Compensatory Education Programs,
*Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, Inservice Teacher Education, *Nonpublic School Aid, *Program Evaluation, *Remedial Mathematics, Remedial Programs, Secondary School Students, Small Group Instruction, Urban Education

entifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

The Corrective Mathematics Services Program for Disadvantaged Pupils in Nonpublic Regular Day Schools, funded under Title I of the 1965 Elementary Secondary Education Act, was proposed to serve approximately 14,032 poverty area children who attended 165 non-public regular day schools. Those children were eligible for these services whose score on a standardized test in mathematics was more than one standard deviation below the grade norm. Corrective services were provided by licensed teachers from the New York City Board of Education as an inschool program during the regular school hours In addition, a room was made available by the non-public school. Teachers were to be given in-service training and instructional material and ecessary equipment were to be provided. Most children were to receive instruction in groups of approximately ten pupils. Two stated objectives of the program were as follows: (1) Pupils in grades two and three in the project will be expected to increase achievement levels in compu-tational skills from six months to one year depending upon age, grade, degree of retardation and other causative factors. They will also be expected to increase achievement levels in verbal problem solving from three to eight months ceteris paribus. Moreover, these children will be expected to demonstrate increased interest and curiosity in mathematics. (2) Pupils in grades four, five and six enrolled in the project will be expected to develop greater skill in translating verbal problems into mathematical equations and in finding solutions. (Author/JM)

UD 014 074 An Evaluation of Title I, ESEA Umbrella District Number 15, Summer 1972. A Title I Program. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Oct 72 Note-103p.; Function Number 61-31604-31607

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors-Cultural Enrichment, Economically Disadvantaged, Elementary Education, Junior High Schools, Preschool Programs, *Program Evaluation, Remedial Instruction, *School Districts, Secondary Education, *Summer Programs, Summer Schools, *Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

The Head Start Program, established in the summer of 1971 in District 15 in Brooklyn, is a pre-school program for children of economically disadvantaged families. Its two main goals are: (1) to prepare children with no prior school experience for entry into kindergarten and first grade and (2) to involve parents in the education of their children by offering them needed educational and social services under the auspices of the schools in which their children are enrolled The main emphasis of the Early Elementary Program, Grades One and Two, was directed toward the remediation of deficiencies in reading skills demonstrated by the children during the regular school year. 16 schools belonging to District 15 participated during the summer of 1972. The Later Elementary Program involved grades three through five in 16 of District 15's schools. The 1972 summer program varied according to the schools and individuals involved but the emphases on reading and mathematics were constant. Principals described the program as including activities titled "enrichment." These included ing activities titled "enrichment." These included dramatics, art, music, dance, trips, and ethnic cultural experiences. Most programs included a bilingual class for Spanish speaking children. A billingual class for Spanish speaking children. A summer Junior High Program operated from July fifth through August eleventh at five schools for a total of 30 sessions. Approximately 2,000 children from the secondary schools of District 15 and from the non-public schools in the Title 1 and from the programmer of the programmer of the second of the s area of District 15 were accepted for enrollment. In four of the five schools, the four hour school day was divided to permit three course offerings, whereas one school used modular scheduling. (Author/JM)

ED 087 837 UD 014 075 An Evaluation of the College Discovery and Development Program. ESEA Title I Program. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73

Note-112p.; Function Number 09-39610; This document contains 99 leaves, some of which are tables 11 inches wide by 8 1/2 inches high and require two microfiche frames and require two microfiche fra EDRS Price MF-\$0.65 HC-\$6.58

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*College Bound Students, *College
Preparation, Cultural Activities, Economically
Disadvantaged, *High School Students, *Program Evaluation, Remedial Instruction,
Teaching Methods, Tutorial Programs, Underachievers, Urban Education
Identifiers—CDDP, College Discovery and
Development Program, Elementary Secondary
Education Act Title I, ESEA Title I, *New
York City.

The College Discovery and Development Program (CDDP), funded under Title I of the 1965 Elementary Secondary Education Act, was designed for educationally disadvantaged students who are underachievers and who have evidenced potential to do satisfactory academic work. In instances the target population has been identified by feeder school counselors as a group that could benefit from smaller classes and the possibility of individual attention. At five designated high schools-one to each borough-C.D.D.P. students were separated from the rest of the high school population to receive concentrated work in major subjects (math, foreign languages, science, social studies and English), with a special emphasis placed on basic skills. They were part of the mainstream of each school for minor subjects, electives, and in some instances for other subjects. Presumably this program was also supposed to provide tutorial service before and after regular school hours, as well as supplementary cultural activities and an exposure to mentary cultural activities and an exposure to college campuses. The program presently has a total student population of about 1400, with a staff consisting of teachers, coordinators, guidance counselors, student aides, family assistance, and one secretary. The stated goals are the following: (1) improving student achievement in academic subjects; (2) improving reading and math performance on standardized examinations; (3) developing an awareness of culture and the arts; and, (4) improving the changes for col-lege admission and retention. (Author/JM)

of the College Bound Program.

ESEA Title I Program.

New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73 -222p.; Function Number 09-39606

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors-*College Bound Students, *College Preparation, Cultural Events, "Olinge Volunt, Economically Disadvantaged Youth, Economically Disadvantaged, Family Counseling, Guidance Students, "Program Evaluation, Remedial Mathematics, Remedial Reading, Tutorial Pro-Identifiers-College Bound Program, Elementary

Secondary Education Act Title I, ESEA Title I,

New York City

The College Bound (CB) Program, funded under Title I of the 1965 Elementary Secondary Education Act, was designed to improve the reading and arithmetic skills and raise the academic level of students from poverty areas of the city and help them gain admission to college. During the academic year 1972-73 the program was conducted at 32 high schools in New York City and enrolled approximately 11.000 students. The major components of the program were intensive guidance services, small class size, tutoring, family assistant services, double reading and math periods, and cultural events. In addition, the Program sponsored conferences where students could meet professional people from a variety of fields. This evaluation undertook to investi the implementation and effectiveness of the formal objectives outlined in the program prop Data on student achievement on standardized tests of reading and mathematics, attendance, grade point averages, as well as admission to col-lege and receipt of financial aid on the part of senior students, were collected. Additionally, stu-dent attitudes and motivations were assessed through self-report questionnaires and staff per-ceptions of the CB program were measured via mailed-in questionnaires and extensive structured interviews of teachers, guidance counselors, and

coordinators. While data analysis focussed on determining whether the program met its formal objectives, supplementary analyses were per-formed which provide richer detail on the success of the various program components. (1.uthor/JM)

UD 014 077 An Evaluation of the Readiness Program for Disadvantaged Pre-School Children With Exceptional Learning Disabilities. State Urban Education Program of the Pr

New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Note—74p.; Function Number 17-36404 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, Cognitive Development, Educational Diagnosis, Emotional Adjustment, Language Handicapped, **Learning Disabilities, Learning Readiness, Motor Development, Parent Counseling, **Preschool Programs, **Program Evaluation, Social Adjustment, Speech Handicapped, **Ur-

Social Adjustment, speech Hamuscapped, St-ban Education
Identifiers—*New York City
The Readiness Program for Disadvantaged Pre-School Children with Exceptional Learning Disa-bilities, a New York State Urban Education Quality Incentive Program, provides educational, clinical and socialization services to children who manifest developmental problems in the areas of language functioning, social and emotional adjustment, fine and gross motor development, activity levels, and cognitive development. The essential components of the program are as follows: (1) identification and diagnosis of pre-school children with major general and specific learning disabiliwith major general and specific learning disabilities; (2) provisions of a pre-school classroom environment for appropriate diagnosed and classified children; (3) assistance of parents to understand the problems of their children and to develop and use appropriate child-training procedures; and. (4) arrangements for the admissional control of the co procedures; and, (4) arrangements for the admission of these children as they reach the age of five years in public and private educational facili-ties; and, follow-up on the adjustment of children and their parents when they are no longer af-filiated with the program. Sixteen classroom units were in operation during the 1972-73 school year, primarily domiciled in public and private hospitals in the five boroughs of New York City. Over 400 children were screened for admission by hospital-based teams consisting of medical, speech, psychological, and educational profes-sionals. A total of 299 children who met all admission criteria were in attendance in the pre school classroom programs established in the 16 units. The evaluation objectives were based upon the predictions of behavioral changes presented in specific program objectives. (Author/JM)

UD 014 078 An Evaluation: Improvement of Teaching English

as a Second Language. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73

Note-60p.; Function Number 17-36459

EDRS Price MF-\$0.65 HC-\$3.29 Descriptors—Bilingual Students, *English (Second Language), English Instruction, English Programs, High School Students, *Inservice Teacher Education, Instructional Materials, Language Skills, *Program Evaluation, *Secondary School Teachers, Spanish Speaking, Teacher Educators, Teacher Improvement,

Urban Education
Urban Education
Identifiers—*New York City
The primary objective of the project for Improving the Teaching of English as a Second Lanproving the Teaching of English as a Second Lan-guage in the High Schools was to improve the facility of English-language-handicapped students in the four language skills (listening, speaking, reading, and writing) so that they can make a proper adjustment to high school. Most of the students are from Spanish-speaking or French-speaking backgrounds, althought the project serves as many as 20 different language groups. To overcome the language problem of these stu-dents in the 50 high schools selected for par-ticipation, three (later increased to four) teacher trainers were employed at the Central Board. a trainers were employed at the Central Board, a variety of curriculum materials was uniformly in-

troduced to the schools, and a structure was provided to coordinate and direct the overall effort. vided to coordinate and direct the overall entor.
Specifically, the program objectives which were
evaluated were: (1) the efficacy of the teachertraining program; (2) the number of classroom
visitations, workshops and demonstration lessons
offered by the Central Board staff of teachertrainer consultants; (3) the degree to which the offered by the Central Board staff of teacher-trainer consultants; (3) the degree to which the project has made teacher participants more aware of the special needs of non-English speaking lear-ners; (4) the amount of articulation among high schools in the project reported by ESL depart-ment chairmen; (5) a comparison of the dropout rate of ESL students in the program with com-parable grade level and aged children in conven-tional classes; and, (6) student growth on the Puerto Rican Scale "A", a rating scale used by classroom teachers to evaluate the children's ability to speak and understand spoken English. to speak and understand spoken English The Linguistic Capacity Index was also used to assess pupil achievement in learning English as a second language. (Author/JM)

UD 014 079 An Evaluation of Project for Increased Achieve-ment and a New Outlook. State Urban Educa-tion Program.

New York Univ., N.Y. Center for Field Research and School Services

Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y. Pub Date Jul 73

Note—72p.; Function Number 17-36474 EDRS Price MF-\$0.65 HC-\$3.29

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—"Compensatory Education Programs, Disadvantaged Youth, "Dropout Prevention, Economically Disadvantaged, Educationally Disadvantaged, Family School Relationship, Flexible Schedules, Guidance Programs, "High School Students, "Programs Evaluation, Remedial Instruction, School Students, Scho Psychologists, Small Group Instruction, Urban

Identifiers-*New York City

The intent of this project was to improve the quality of the high school experience for a selected group of "high risk" freshmen by providing them with services beyond those normally made available. At each of six high schools, the project of the guidance counselors together with the counselors of each school's feeder schools, selected a group of 250 incoming students whose records indicated severe learning disabilities that would make them severe learning disabilities that would make them higher potential dropouts. In general, these students who appeared economically as well as educationally disadvantaged, had to travel by bus to reach their schools which were situated in middle class economic settings. Among the additional services and modifications provided for these students were smaller classes, specially modified schedules, lighter course loads, special remedial instruction, intensive guidance and school-home liaison, and referrals to a school psychologist when needed. All six high schools were part of a simple project with an overall concern for supporting, guiding and enriching the school ex-perience of an atypical group of students. Nevertheless, each school exercised a great deal of autonomy and operated a program unique to that school. In part these differences in program may have been directed by differences in the incoming student population. In part the dif-ferences in program may have been dicated by the balance or unbalance of strengths, values, and predilections among the project personnel involved. (Author/JM)

ED 087 842 UD 014 080 An Evaluation of ESEA Title I Programs, Com-munity School District 15.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y. Pub Date Jul 73

Note—293p.; Function 31653, 31665, & 31681 Numbers 61-31650.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors-Bilingual Education, Cultural Education, Elementary Education, Nonpublic School Aid, Parent Education, Parent School School Aid, Parent Education, Parent School Relationship, Preschool Programs, *Program Evaluation, Reading Achievement, *Reading Programs, *School Districts, *Urban Education Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

The programs in District 15 funded under Title I of the 1965 Elementary Secondary Education Act offered a wide variety of educational programs targeted for the educationally deprived child. The major common thread running through all Title I Programs the education of the common thread running through all Title I Programs the education of the common thread running through all Title I Programs the education of the common thread running through all Title I Programs are the education of the common thread running through all the common thread running through the common thread running thread running thread running through the common thread running thread all Title I Programs was the emphasis upon im-provement of basic academic skills. Primary focus provement of basic academic skills. Primary focus of all programs was directed toward acquisitions of skills which would lead to improved reading. The following elements comprised the funded programs under title I: Services to Early Elementary Children, Distar, Pre-Kindergarten, Parents tary Children, Distar, Pre-Kindergarten, Parents School Center, Project Read, Project Improve, Cameo, Bi-lingual-Bi-Cultural, Hi-Impact, Saturday and Holiday Bus Trip, Optional Assignment, Non Public Schools, Prescriptive Reading Lab, and Remedial Reading Lab. The various Title I components varied from special programs set in one school to other programs which were in all grade schools. The diversity and comprehensive programs from the programs which were in all grade schools. The diversity and comprehensive programs from the programs of the programs o ness of programs required close monitoring by the District Office. At the school level funded programs were often those directly implemented by principal or an assistant principal. Some pro-grams had a coordinator whose function was to see that the program was being implemented at the various settings. At the district level funded programs were monitored by the two deputy su-perintendents and the Title I coordinator. The evaluation of the various components generally followed a pre, post and predicted post model. Evaluation objectives were primarily concerned with changes in reading achievement. (Author/JM)

ED 087 843 UD 014 081 Evaluation of State Urban Education Programs, Community School District 15. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency—New York City Board of Education, Brocklyn, N.Y.

Pub Date Jul 73

Note-77p.; Function Number 61-36450, 36453,

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anti Social Behavior, Disadvantaged Youth, Elementary Education,

*Guidance Personnel, Multimedia Instruction, *Guidance Personnel, Multimedia Instruction, *Paraprofessional School Personnel, Program Evaluation, Reading Diagnosis, *Reading Pro-grams, School Districts, Secondary Education, *Student Behavior, Truancy, Urban Education Identifiers—*New York City

There were three projects, funded under Urban Education auspices, carried out in various schools in District 15, Brooklyn, during the 1972-73 school year. The objectives of the Return to School program were to place students, who exhibited anti-social behavior or who were frequently truant, into special instructional units where their educational and social needs would be met. A specific objective was to prepare these youth for a return to their regular classrooms. This program was based in school and non-school facilities. The Guidance Aides program was based in seven elementary schools, one intermediate school, and three junior high schools--all in Disschool, and three junior high schools-all in Dis-trict 15, Brooklyn. Paraprofessionals-young adults well known in the school communities which they served-were assigned to work as assistants to the guidance counselors in their work with educationally and economically disad-vantaged children and their parents. The third project is composed of two seperate programs funded under State Urban Education. The Diagnostic Reading Program's major objectives were (1) to show significant positive changes in read-ing achievement and basic reading skills for those children who are retarded in reading ability and (2) to provide teacher training through demonlessons for the classroom teacher. The program consisted of three components: small group teaching, demonstration and/or team teaching, and individual tutoring. The major ob-jective of the Multi-Media Program was to improve the reading skills of retarded readers by supplementing their regular classroom reading program with laboratory experiences. program (Author/JM)

ED 087 844 UD 014 082 An Evaluation of the Bilingual Center for Preschoolers in District 17. ESEA Title VII Pro-

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency-New York City Board of Education, Brooklyn, N.Y. Pub Date Jul 73

Note-48p; Function Number 65-37601; Appen-

dix D is a lesson in Spanish EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-*Bilingual Education, Communication Skills, *Parent Participation, Parent School Relationship, *Preschool Education, *Preschool Programs, Program Evaluation, Reading Readiness, School Districts, Second Language Learning, Self Concept, Urban Education

cation Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *New York City During the 1972-73 school year, Community School District 17 in New York City opened its Bilingual Center for Pre-Schoolers, funded under Title VII of the 1965 Elementary Secondary Education Act. The major objectives for the program were: (1) to improve verbal communication skills of all students in their first language; (2) to develop comparable ability in a second language (either French, Spanish, or English); (3) to develop a positive self-image and respect for both cultures studied; (4) to develop "reading readiness" of kindergarten population; (5) to increase teacher awareness of the value of being bilingual; (6) to prepare teachers and paraprofessionals for their added responsibilities through enrollment and participation in college courses and inservice instruction in bilingual education; (7) to develop parental concern and involvement in the program; (8) to develop bilingual ability of parents through participation in second language classes at the Center; and (9) to encourage parents to visit the Center and contribute to the program. The major findings for the program were as follows: (1) the students' ability to communicate in their dominant (first) language improved substantially; (2) most of the French and Spanish dominant students achieved near comparable fluency in English as in their first language; the English dominant were not as advanced in their ability to use French or Spanish as their peers in the program; (3) positive self-image and respect for both cultures were developed; and, (4) most of the kindergarten children are ready to begin to read. (Author/JM)

ED 087 845 UD 014 083

Evaluation of Title I Decentralized Umbrella and Title I Optional Assignment Programs for Dis-advantaged Pupils. District 24, New York City. New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Educa-tion, Brooklyn, N.Y.

Pub Date 31 Jul 73

Note-343p.; Function Number 79-31653, 31359, 31681

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—"Early Childhood Education, Educable Mentally Handicapped, English (Second Language), Guidance Programs, Non-public School Aid, Paraprofessional School Personnel, Preschool Programs, *Program Evaluation, Remedial Reading Programs, School Community Relationship, *School Dis-tricts, *Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City During the 1972-73 school year, Community School District 24 in New York City supplemented its regular school program with special educational services, funded under Title I of the 1965 Elementary Secondary Education Act. primary objective of the Pre-Kindergarten Pro-gram was to develop children's understanding of basic concepts through a systematic program of guided pre-kindergarten experiences. A primary objective of the Strengthened Early Childhood Program was to develop an understanding of the basic concepts of quantity, space and time needed for success in the primary grades. The Bilingual Community Liaison Program attempted to develop positive relationships among commu-nity members, parents, and school personnel. The objective of the Educational Assistant for the Trainable Mentally Retarded Program was to ex-

tend individualization of instruction to CRMD pupils at P.S. 19 through the assistance of paraprofessional as a means of promoting growth in specific behavioral areas related to academic performance. The Non-Public School program vas developed in response to the needs of Lady of Sorrows and Transfiguration schools. The primary objective of the Title I English as a Second Language Program was to increase participants' oral language fluency in English. A pri-mary objective of the Corrective Reading Program was to provide corrective reading diagnostic and prescriptive services for each participant. The objective of the guidance program for Optional Assignment pupils was to improve the behavior of pupils in academic and social skills. (Author/JM)

UD 014 084

An Evaluation of State Urban Education Programs for Disadvantaged Students in District 24, New York City. New York Univ., N.Y. Center for Field Research

and School Services.

Spons Agency-New York City Board of Education, Brooklyn, N.Y. Pub Date 31 Jul 73

-150p.; Function Number 79-36452, 36453 EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, Economically Disadvantaged, Educational Diagnosis, *English (Second Language), English Instruc-Individualized Instruction, Paraprofessional School Personnel, *Program Evaluation, stonat School Personner, "Program Evaluation, Reading Diagnosis, Reading Readiness, *Remedial Reading Programs, School Districts, Urban Education, Writing Skills Identifiers—*New York City

During the 1972-73 school year the educational program in Community School District 24, New York City, was supplemented by a quality incentive grant from State Uurban Education funds. These funds were used to establish two programs. The major objectives of the Corrective Reading program were: (1) to provide corrective reading diagnostic and prescriptive services for each participant so that he will increase his competence in reading; and (2) to increase individualization of instruction for program participants through the services of paraprofessionals as a means of increasing pupil growth in reading. The data presented in this report support the conclusion that the program was successful in achieving its objective. The major objective of the English As A Second Language (ESL) program was to increase the ability of non-native speaking pupils to understand and speak English. A corollary objective of the program was to move ESL students toward the acquisition of reading and writing skills in English as readiness is attained. Among the findings revealed by the evaluation of the program operation were the following: (1) major changes in the planned program design were made at each school; these changes did result in more students being serviced by the program than originally planned, but the changes also resulted in a concomitant reduction in the average amount of instruction in English received by students in the program and (2) there was high mobility in the non-English speaking student population. (Author/JM)

UD 014 163

Goldberg, Herman R.

The Dilemma of Desegregation/Resegregation. Pub Date 24 Feb 74

Note-15p.; Speech delivered at the American Association of School Administrators meeting, Atlantic City, New Jersey, February 24, 1974 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors-Administrator Role, Board of Education Role, *City Problems, Educational Administration, Educational Change, Educational Quality, *Federal Aid, Federal Court Litigation, Integration Litigation, *School Adminis-tration, *School Integration, School Segrega-tion, *Social Change, Urban Schools

A discussion of the dilemma of desegregation/resegregation requires discussion of the de-mands of a changing urban society, open housing, efficient mass transit systems, the court rulings which too often have become substitutes for our own decisions and initiatives but which have set out steps in the right direction, and what we can do about it. A dilemma is usually throught of as any situation necessitating a choice between equally unfavorable alternatives. But it doesn't have to be. Why can't we have good schools in both places, suburbs and cities? If the life style of parents draws them to the suburbs or to the cities, they should be able to know that the quality of schooling will be high and that it will be consistent in quality. This standard has been chal-lenged in recent years. One of the main reasons people leave cities has nothing to do with schools; it's the shortage of decent housing. But there are important Federal aids to housing available through Housing and Urban Development. In addition, fair housing assistance is being strengthened. In the aggregate, efforts to assist minority business development will have ex-pended 265 percent between 1970 and 1975. The primary value of these programs has been to in-crease the earnings of the minority banks and thereby enhance their ability to attract capital. The courts cannot do it all. The ultimate responsibility is where it always has been--with us and our teachers, with our school boards, with community leaders, and with the children's parents.
Plenty of Federal and State assistance is avialable to make the transition to a desegregated school system a little easier. (Author/JM)

ED 087 848

UD 014 166

Gordon, Edmund W. And Others Independent Evaluation of the Adult Basic Educa on Career Development Center in the Newark odel Cities Area.

Columbia Univ., New York, N.Y. Teachers Col-

lege.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Pub Date Jan 74

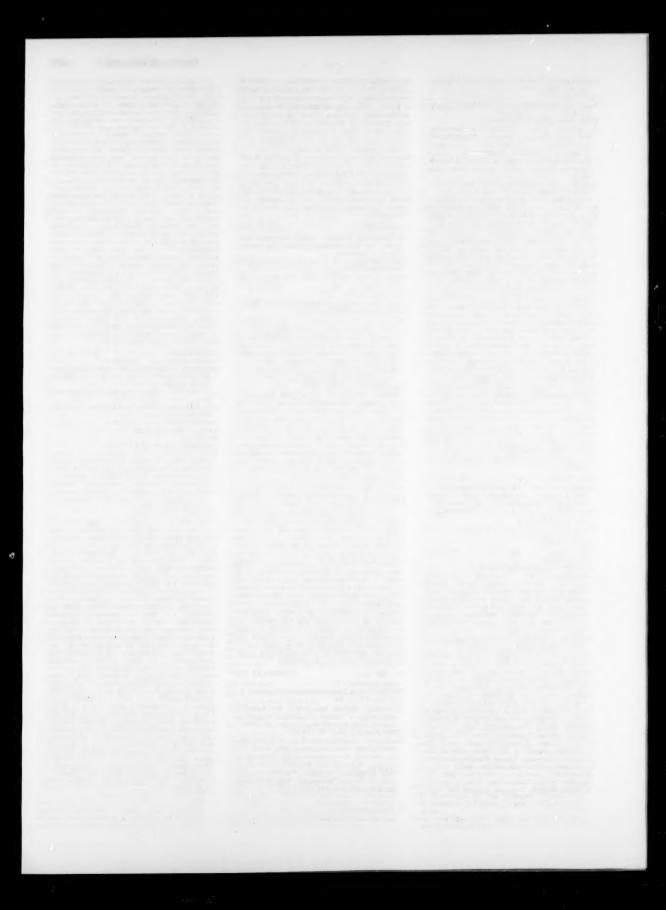
Grant-OEG-2-72-AB02

Note—68p. EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Basic Skills, Career Ladders, Communication Skills, Compensatory Education Programs, Er ment Programs, English (Second Language), Mathematics Instruction, *Program Evaluation, Relevance (Education), Secondary Education, Urban Education, *Vocational Development,

Vocational Education Identifiers—*New Jersey

The Adult Basic Education (ABE) Program was founded and is funded by the Newark Construction Trades Training Corporation. Internally, NCTTC provides all services to trainees other than the ABE component. Specifically, it provides a recruitment function, guidance function, placement service, shop training program, and supervision of on-the-job training by site-liaison personnel. The ABE program is a major attempt to serve individuals with both a program oriented toward the acquisition of occupational competency, as well as a basic education which serves two purposes: (1) that of personal educational achievement and (2) certification necessary to meet vocational entry requirements. These programs are designed to serve the people residing in the Model Cities area of Newark who are un-dereducated, unemployed, and underemployed. Special efforts are made to serve minorities, veterans, and former correctional inmates. ABE has four objectives: (1) to improve the communicative, computational and social skills for adults whose inability to effectively use these skills substantially impairs their getting or retraining employment commensurate with their real ability;
(2) to enhance their understanding of the free to enhance their understanding of the free enterprise system in order to prepare them for their roles as productive citizens; (3) to interpret and relates students' educational accomplish-ments in order for them to observe educational relevance to their occupational training and their career objectives; and, (4) to help make possible for the students, the acquisition of his high school equivalency diploma thus giving him a sense of personal and educational achievement. (Author/JM)



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Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

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Agreement between the County of Schenectady and the Schenectady Community College Faculty Association covering the period from September 1, 1972-August 31, 1975.

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Constitutional Status of American Indians. U.S. Commission on Civil Rights Staff Memoran-

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Governing Bodies of Federally Recognized Indian Groups (Excluding Alaska). ED 087 593

Indian Education in Saskatchewan. A Report by the Federation of Saskatchewan Indians, Volume I.

Indian Education in Saskatchewan. A Report by the Federation of Saskatchewan Indians, Volume II.

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The Problem of Indian Administration. Report of a Survey Made at the Request of Honorable Hubert Work, Secretary of the Interior, and Submitted to Him, February 21, 1928.

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ED 087 068// Indian Educational Material: Annotated Quarterly Bibliography. Volume 7, Number 3. (Period Covered: July-September 1972) ED 087 678

Leisure Reading Selection Guide for Public Library and Adult Education Programs. Reada-bility Levels, Annotations, Physical Format,

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The New Environment-Heredity Controversy: The New Environment-recently
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Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supple-

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ED 086 858 Program IMPACT: Community Service and Continuing Education. Fiscal Year 1973. Annual Report for the State of Tennessee.

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ED 086 880

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A Systems Approach to the Practice of Architecture. BSIC/EFL Newsletter. ED 087 085

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Area Handbook for Syria.

ED 087 659// ATLAS. Association of Teachers of Latin American Studies. [Newsletter] Volume 3, Number 1. October, 1973. FD 087 649

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An Exploration of Factors Related to Fear of EF500 Research Methods as Expressed by Graduate Students at Arizona State University, Summer School, 1973.

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Analysis of Survey Findings Concerning the USAFI High School GED Program. FD 086 807

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		EC061223	ED087184	HE005073	ED087279	10000000		IR000218	ED087472
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EA005833		EC061289	ED087187	HE005077	ED087282	IR000054	ED087378	IR000221	ED087475//
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EA005837		EC061292	ED087190	HE005080	ED087285	IR000099			
				HEOUSUBU			ED087381//	IR000230	ED087478
EA005838		EC061293	ED087191	HE005081	ED087286	IR000110	ED087382	IR000242	ED087479
EA005839				HE005082	ED087287	IR000118	ED087383	IR000243	ED087480
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EA005843	ED087100	FL004390	ED087195						
EA003843	ED08/100		ED08/195	HE005086	ED087291	IR000126	ED087387	IR000247	ED087484
EA005844	ED087101	FL004398	ED087196	HE005087	ED087292	IR000127	ED087388	IR000249	ED087485//
EA005845	ED087102	FL004420	ED087197	HE005088	ED087293	IR000128	ED087389	IR000250	ED087486
EA005846	ED087103	FL004501	ED087198//	HE005093	ED087294	IR000130	ED087390//	IR000251	ED087487
EA005847	ED087104	FL004502	ED087199//	HE005094	ED087295	IR000131	ED087391	IR000252	ED087488
EA005848	ED087105	FL004512	ED087200//	HE005095	ED087296	IR000132	ED087392	IR000253	
				HEUUJUYJ					ED087489
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EA005853	ED087110	FL004898	ED087205	HE005101	ED087301	IR000137	ED087397		
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EA005855	ED087112	FL004900		HEODEIDS		ID000136	ED007370		ED087494
			ED087207	HE005103	ED087303	IR000139	ED087399	JC740060	ED087495
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£A005857	ED087114	FL004902	ED087209	HE005105	ED087305	IR000141	ED087401	JC740062	ED087497
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EA005859	ED087116	FL004960	ED087211	HE005107	ED087307	IR000143	ED087403	JC740064	ED087499
EA005860	ED087117	FL004966	ED087212	HE005107 HE005108				JC /40064	
			ED08/212	HE005108	ED087308	IR000144	ED087404	JC740065	ED087500
EA005861	ED087118	FL005238	ED087213	HE005110	ED087309	IR000145	ED087405	JC740066	ED087501
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EA005863	ED087120	FL005259	ED087215	HE005112	ED087311	IR000147	ED087407	JC740068	ED087503
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EA005865	ED087122	FL005262	ED087217	HE005114	ED087313	IR000149			
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			ED087218	HE005116	ED087314	IR000150	ED087410	JC740071	ED087506
EA005867	ED087124	FL005267	ED087219	HE005118	ED087315	IR000151	ED087411	JC740072	ED087507
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EA005869	ED087126	FL005293	ED087221	HE005120	ED087317	IR000156	ED087413	JC740074	ED087509
EA005870	ED087127	FL005294	ED087222	HE005121	ED087318	IR000158	ED087414		ED087510
EA005871	ED087128	FL005295	ED087223	HE005121 HE005122				JC740075	
EA005872	ED087129	EL 005293		HE003122	ED087319	IR000159	ED087415	JC740076	ED087511
		FL005297	ED087224	HE005123	ED087320	IR000160	ED087416	JC740077	ED087512
EA005873	ED087130	FL005298	ED087225	HE005124	ED087321	IR000161	ED087417	JC740084	ED087513
EA005874	ED087131	FL005299	ED087226	HE005125	ED087322	IR000162	ED087418	JC740086	ED087514
EA005875	ED087132	FL005300	ED087227	HE005126	ED087323	IK000163	ED087419	JC740087	ED087515//
EA005876	ED087133	FL005308	ED087228	HE005127	ED087324	IR000164	ED087420	JC740088	ED087516//
EA005889	ED087134	FL005309	ED087229	HE005128	ED087325	IR000165	ED087421		ED007510//
EA005890	ED087135	FL005310	ED087230	HE005120				JC740089	ED087517
EA005892	ED087136		ED08/230	HE005129	ED087326	IR000166	ED087422		
		FL005311	ED087231	HE005130	ED087327	IR000167	ED087423	PS006712	ED087518
EA005893	ED087137//	FL005312	ED087232	HE005131	ED087328	IR000168	ED087424	PS006741	ED087519
EA005894	ED087138	FL005313	ED087233		ED087329	IR000169	ED087425	PS006772	ED087520
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EA005896	ED087140	FL005315	ED087235		ED087331		ED087427		
EA005897	ED087141	FL005316	ED087236	HEOUS 134				PS006820	ED087522
211000007	22007141	FL005310	ED067230	HE005135	ED087332		ED087428	PS006831	ED087523
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EC060/31	ED08/142	FL005318	ED087238	HE005137	ED087334	IR000174	ED087430	PS006852	ED087525
EC061009	ED087143	FL005319	ED087239	HE005138	ED087335		ED087431	PS006865	ED087526
EC061021	ED087144	FL005320	ED087240	HE005139	ED087336	IR000176	ED087432	PS006868	ED087527
EC061022	ED087145	FL005321	ED087241	HE005140	ED087337		ED087433	PS006891	ED087528
EC061023	ED087146	FL005322	ED087242		ED087338		ED087434	PS006907	ED087529
EC061037	ED087147	FL005323	ED087243		ED087339		ED087435	B\$00507	
EC061038	ED087148	FL005324	ED087244					PS006908	ED087530
EC061039	ED087149				ED087340		ED087436	PS006917	ED087531
		FL005325	ED087245		ED087341		ED087437	PS006928	ED087532
EC061040	ED087150	FL005326	ED087246		ED087342		ED087438	PS006931	ED087533
EC061041	ED087151	FL005331	ED087247		ED087343		ED087439	PS006942	ED087534
EC061112	ED087152	FL005653	ED087248		ED087344	IR000184	ED087440	PS006956	ED087535//
EC061113	ED087153	FL005654	ED087249		ED087345	*********	ED087441		ED087536//
EC061115	ED087154	FL005655	ED087250		ED087345		ED087442	PS006957 PS006992	ED087537//
EC061116	ED087155	FL005656	ED087251	HE005161	ED087347	IR000187	ED087443		
EC061117	ED087156	FL005657	ED087252	HE005161	ED00/34/	10000187	ED007443	PS006996	ED087538
EC061140	ED087157				ED087348		ED087444	PS006997	ED087539
	ED087157	FL005658	ED087253		ED087349		ED087445	PS007000	ED087540
EC061141	ED087158	FL005659	ED087254	HE005164	ED087350	IR000190	ED087446	PS007003	ED087541
EC061189	ED087159	FL005660	ED087255		ED087351		ED087447	PS007004	ED087542
EC061191	ED087160	FL005661	ED087256	HE005167	ED087352		ED087448	PS007010	ED087543
EC061192	ED087161	FL005662	ED087257				ED087440		
EC061193	ED087162	FL005664	ED087259		ED087353		ED087449	PS007026	ED087544
EC061195	ED097162	FL003004	ED087258		ED087354		ED087450	PS007027	ED087545
EC061193	ED087163	FL005665	ED087259		ED087355		ED087451	PS007029	ED087546
EC061196	ED087164	FL005666	ED087260	HE005174	ED087356	IR000196	ED087452	PS007030	ED087547
EC061197	ED087165	FL005667	ED087261	HE005175	ED087357		ED087453	PS007031	ED087548
	ED087166	FL005668	ED087262	HE005176	ED087358		ED087454	PS007035	ED087549
EC061203	ED087167	FL005669	ED087263		ED087359		ED087455	PS007044	ED087550
	ED087168	FL005670	ED087264	HE005179	ED087360			PS007045	ED087550
EC061205	ED087169	FL005671	ED087265	HEODELEO	ED007300	IR000200	ED087456	PS007043	ED087551
	ED087170	FL005672	ED087266	HE005180	ED087361		ED087457	PS007046	ED087552
	ED087170	FL003072	ED08/200	HE005181	ED087362	IR000202	ED087458	PS007052	ED087553
	ED087171	FL005673	ED087267		ED087363	IR000203	ED087459	PS007054	ED087554
	ED087172				ED087364		ED087460	PS007057	ED087555
EC061209	ED087173	HE004895	ED087268		ED087365		ED087461	PS007065	ED087556

PS007067	ED087557	SE016271	ED087615	SO006933	ED087674	SP007714	ED087733	TM003412	ED087792
PS007074	ED087558	SE016272	ED087616	SO006934	ED087675//	SP007715	ED087734	TM003415	ED087793
PS007084	ED087559	SE016273	ED087617	SO006935	ED087676	SP007716	ED087735	TM003416	ED087794//
PS007098	ED087560	SE016456	ED087618	SO006938	ED087677	SP007717	ED087736	TM003418	ED087795
PS007101	ED087561	SE016528	ED087619	SO006939	ED087678	SP007718	ED087737	TM003419	ED087796//
PS007112	ED087562	SE016655	ED087620	SO006940	ED087679	SP007719	ED087738	TM003420	ED087797
PS007116	ED087563	SE016659	ED087621//	SO006941	ED087680			TM003421	ED087798
PS007117		SE016660	ED087622//	SO006983	ED087681	SP007720	ED087739		
PS007125		SE016806	ED087623	SO006987	ED087682//	SP007722	ED087740	TM003422	ED087799
PS007128		SE017102	ED087624	SO006988	ED087683//	SP007723	ED087741	TM003423	ED087800
PS007134		SE017232	ED087625	SO006989	ED087684	SP007726	ED087742	TM003424	ED087801
PS007138		SE017233	ED087626			SP007727	ED087743	TM003425	ED087802
PS007144		SE017260	ED087627//	SO006990	ED087685//	SP007728	ED087744	TM003426	ED087803
PS007146		SE017261	ED087628//	SO006991	ED087686	SP007729	ED087745	TM003427	ED087804
PS007165		SE017262	ED087629//	SO006992	ED087687	SP007730	ED087746	TM003428	ED087805
PS007172		SE017264	ED087630//	SO006993	ED087688	SP007731	ED087747	TM003429	ED087806
F300/1/2	ED08/3/2//	SE017302	ED087631	SO006994	ED087689	SP007732	ED087748	TM003430	ED087807//
RC003596	D ED087573	SE017304	ED087632	SO006995	ED087690	SP007734	ED087749	TM003431	ED087808
		SE017305	ED087632	SO006996	ED087691//	SP007735	ED087750	TM003432	ED087809
RC007610		SE017331		SO007001	ED087692	SP007736	ED087751	TM003433	ED087810//
RC007612		SE017362	ED087634	SO007002	ED087693	SP007737	ED087752	TM003435	ED087811
RC00763			ED087635//	SO007003	ED087694	SP007738	ED087753	TM003436	ED087812
RC007634		SE017395	ED087636	SO007085	ED087695	SP007739	ED087754	TM003437	ED087813
RC00763		SE017396	ED087637	SO007086	ED087696	SP007740	ED087755	TM003438	ED087814
RC00763		SE017402	ED087638			SP007741	ED087756	TM003439	ED087815
RC00763		SE017405	ED087639	SP006592	ED087697	SP007742	ED087757	TM003440	ED087816
RC007631		SE017443	ED087640//	SP007529	ED087698	SP007743	ED087758	TM003444	ED087817
RC007639	ED087582			SP007547	ED087699	SP007744	ED087759	TM003445	ED087818
RC007640	ED087583	SO005390	ED087641	SP007554	ED087700	SP007745	ED087760	TM003446	ED087819
RC007641	ED087584	\$0006197	ED087642	SP007555	ED087701	SP007746	ED087761	TM003453	ED087820
RC007642		\$0006270	ED087643			SP007747	ED087762	TM003479	ED087821
RC007643		SO006305	ED087644	SP007580	ED087702	SP007748		TM003482	ED087822
RC007644		SO006311	ED087645//	SP007581	ED087703	SP007748	ED087763 ED087764	1111005405	22010003
RC007645		SO006467	ED087646	SP007655	ED087704	SP007750	ED087765	UD014013	ED087823
RC007646		SO006638	ED087647	SP007656	ED087705	SP007751	ED087766	UD014054	ED087824
RC007647		SO006696	ED087648	SP007658	ED087706	SP007752	ED087767	UD014056	ED087825
RC007648		SO006734	ED087649	SP007659	ED087707			UD014059	ED087826
RC007649		SO006757	ED087650	SP007660	ED087708	SP007753	ED087768	UD014062	ED087827
RC007650		SO006830		SP007674	ED087709	SP007754	ED087769	UD014064	ED087828
RC007707		SO006833	ED087651	SP007678	ED087710	SP007756	ED087770	UD014067	ED087829
RC007720		SO006834	ED087652	SP007683	ED087711	SP007758	ED087771		ED087830
RC007721		\$0006835	ED087653	SP007685	ED087712	SP007759	ED087772	UD014068	
			ED087654	SP007686	ED087713	SP007760	ED087773	UD014069	ED087831
RC007722		SO006845 SO006854	ED087655	SP007689	ED087714	SP007762	ED087774	UD014070 UD014071	ED087832 ED087833
RC007723			ED087656	SP007690	ED087715	SP007763	ED087775		
RC007724		SO006873	ED087657	SP007693	ED087716	SP007764	ED087776	UD014072	ED087834
RC007725		SO006874	ED087658	SP007696	ED087717	SP007767	ED087777	UD014073	ED087835
RC007726		SO006875	ED087659//	SP007697	ED087718	SP007768	ED087778	UD014074	ED087836
RC007727		SQ006876	ED087660	SP007698	ED087719	SP007769	ED087779	UD014075	ED087837
RC007728		SO006877	ED087661	SP007699	ED087720	SP007771	ED087780	UD014076	ED087838
RC007729		SO006879	ED087662	SP007700	ED087721	SP007773	ED087781	UD014077	ED087839
RC007731	ED087605	SO006881	ED087663	SP007701	ED087722	SP007774	ED087782	UD014078	ED087840
RC007732	ED087606	SO006882	ED087664	SP007702	ED087723	SP007776	ED087783		
RC007733	ED087607//	SO006884	ED087665	SP007703	ED087724	SP007777	ED087784	UD014079	ED087841
RC007734	ED087608//	SO006885	ED087666	SP007704	ED087725		2000.101	UD014080	ED087842
RC007735		SO006917	ED087667	SP007705	ED087726	TM003389	ED087785	UD014081	ED087843
RC007738		SO006920	ED087668//	SP007706	ED087727	TM003394	ED087786	UD014082	ED087844
RC007739		SO006926	ED087669	SP007707	ED087728//	TM003395	ED087787	UD014083	ED087845
		SO006927	ED087670//	SP007710	ED087729	TM003396	ED087788		
SE002893	ED087612	SO006929	ED087671	SP007711	ED087730	TM003397	ED087789	UD014084	ED087846
SE013924	ED087613//	SO006930	ED087672	SP007712	ED087731	TM003408	ED087790	UD014163	ED087847
SE013930	ED087614//	SO006931	ED087673	SP007713	ED087732	TM003408	ED087791	UD014166	ED087848

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through June 1974 issues of Research in Education (RIE):

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia Sickle Cell Anemia

ARCHERY 390

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

N A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480

SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILDRENS LITERATURE 260

SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMPENSATION (CONCEPT) 310

N The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DAILY LIVING SKILLS 010

SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

UF Fundamental Skills (Daily Living)

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size.

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

N History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRINKING 250

SN Consumption of alcoholic or other beverages.

F Social Drinking

DRUG EDUCATION 140

N Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems

USE ECOLOGY

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ENERGY CONSERVATION 460

SN Preventing loss or waste of energy.

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Fundamental Skills (School)
USE BASIC SKILLS

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES (OF SOCIETY)

Futuristics

USE FUTURES (OF SOCIETY)

Futurology

USE FUTURES (OF SOCIETY)

HISTORIOGRAPHY 260

SN Research into and writing of history.

HOMOSEXUALITY 060

UF Lesbianism

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations USE INTERNATIONAL ORGANIZATIONS

SE INTERNATIONAL ORGANIZATIONS

Internation Behavior USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060 UF War Crimes

INTERNATIONAL LAW 230

IF International Legal Analysis International Torts Law of Nations

International Policy USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia USE ANEMIA

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030 UF Format (Publications)

LEAD POISONING 250

Learning Centers
USE LEARNING LABORATORIES

LIFE STYLE 060

Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

V Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

JF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400

The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomiclevel) mechanics.

UF Classical Mechanics

MERIT PAY 220

MEXICANS 380

SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MISCUE ANALYSIS 440

N Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.

UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

 A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130

 Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.

Environment Heredity Controversy Heredity Environment Controversy Learning Maturation Controversy Maturation Learning Controversy

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NEWS REPORTING 080

NONFORMAL EDUCATION 140

Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380 SN American Indians living off reservation

American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250

Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310

Behavioral effect on the learner resulting from the observation of a model.

Imitative Learning

OPEN EDUCATION 140

Open Schools

ORGANIZATIONAL DEVELOPMENT 020

The application of behavioral technology to organizations by attempting to inte grate individual needs for growth and development with organizational goals and objectives

OUTREACH PROGRAMS 410

Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.

Community Outreach **Outreach Counseling**

PARANOID BEHAVIOR 420

Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480

International Peace **World Peace**

PEER COUNSELING 090

Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE

Relationship between speech sound

(phoneme) and written symbol (graph-

eme) Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210

Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140

Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PRIMARY SOURCES 460

Original evidence (documents, relics, oral records, etc.) used in historical research. **Original Sources**

Program Implementation
USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230

Ad Valorem Tax UF

PUBLIC SERVICE OCCUPATIONS 350

Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310

PUPPETRY 030

Puppets Puppet Shows

RELOCATABLE FACILITIES 210

Nonpermanent Facilities

RESPITE CARE 490

Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220

Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs-includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles

SEMANTIC DIFFERENTIAL 190

A method of measuring attitudes and/or values through the use of pairs of bipolar

SEX DISCRIMINATION 480

Discrimination (Sex) Sex Bias Sex Prejudice

SEX BOLE 490

Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SHARED FACILITIES 210

Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions

UF Joint Occupancy

USE METRIC SYSTEM

Sickle Cell Anemia USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STRABISMUS 240

Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

Cross Eyes Heterophoria Heterotropia Walleyes

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210

Interinstitutional centers (school/ college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental, and other participatory learning activities.

University Training Centers

TEACHER DISCIPLINE 020 Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420

Period of time in which no positive SN reinforcers are available, e.g., isolation in a small room.

TREATIES 230

Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

Colleges offering junior, senior, and graduate level courses.

Valence (Language) USE SYNTAX

VENEREAL DISEASES 250

Syphilis Gonorrhea Chancroid

VISUAL AIDS 050

Visual Equipment Visual Instrumentation Visual Materials Visual Media

VISUAL LITERACY 010

A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War

Conventional Warfare Guerilla Warfare International Vlar Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and

liquids.

Refuse

WOMENS ATHLETICS 390

WOMENS STUDIES 110

SN An academic discipline that incorporates courses about women either separately or as a field of study.

F Female Studies

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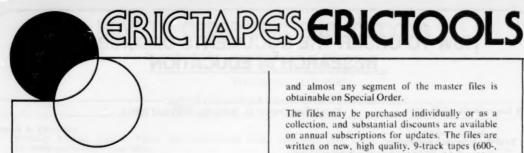
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